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ABSTRACT

This curriculum guide was developed to help teachers/trainers conduct classes in life skills for single parents or displaced homemakers. The curriculum guide contains dozens of learning activities organized in the following three sections: self-concept (self-awareness, self-communication, and self-management); networking; and employability skills (getting started, resume writing activities, job interviewing skills, and job keeping skills). Learning activities consist of goals, title, purpose, materials, activity, and time and group number requirements. Many student handouts, such as self-tests, role-playing activities, and values clarification quizzes, are included. Activity sources are cited. (KC)

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Single Parent/Homemakers

Training for Life Skills

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Preface

In July, 1986, Ann Cline, Director for the Center for Career and Vocational Teacher Education, Western Kentucky University, suggested that the many needs of participants in Kentucky Single Parent/Homemaker projects could be met through specific training in areas of common concern. Although the 34 Single Parent/Homemaker projects (SP/H) in the state show great diversity, each program is oriented toward helping participants achieve greater potential through personal growth and career exploration.

Accordingly, Dr. Cline submitted a project proposal for the development of a training curriculum which focused on Self-Concept, Networking, and Employability Skills. The project, housed at Western Kentucky University, was funded through the Kentucky State Department of Education, Single Parent/Homemaker Project division, headed by Bettie Tipton.

The actual writing of the curriculum was accomplished through the contributions of seven women who direct SP/H projects in different parts of Kentucky. These women met on different occasions and worked under the direction of Ruth Meredith, Training Curriculum Project Director. The women and their areas of expertise are:

I. Self-Concept (Section I)

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Paducah, Kentucky

Kathleen Porter, SP/H Project Director
Madisonville Community College
Madisonville, Kentucky

Each curriculum writing team followed a similar process:

(1) determining concepts and constructs related to the topic under consideration, (2) selecting training activities which would promote the development of the concept, and (3) identifying the scope and sequence of each curriculum area. The Self-Concept writing team saw the sequence of positive self-concept development as an evolving process which begins with awareness, is augmented by self-communication, and is continually enhanced by behavior (self-management).

In a similar manner, the networking team decided upon three levels of networking for support. The first level concerns the more "tightly-knit" support group system which maintains services to a person within their own close personal world. A second level involves expanding a "loosely-knit" system to include a variety of

supportive persons, groups, or organizations. A third level of networking describes administrative networking in terms of the project director's tasks of program promotion, and the individual's task in self-promotion.

The Employability Skills team developed a curriculum sequence including pre-employment skills (such as improving appearance, defining work values, etc.), resume writing, job interviewing and job keeping skills.

The total scope of this curriculum is designed to help participants become aware of self as person; acquaint them with certain knowledge which will aid their search, and teach them specific skills whereby they may construct their own world. This useful scheme of learning is presented in the book "Women's Ways of Knowing" (Belensky, et al, 1986). This book describes an extensive study about the ways of knowing that women have cultivated and have come to believe are powerful for them. The authors suggest that women's perspectives on knowing may be grouped into five categories:

1. Silence - a position in which women experience themselves as mindless, voiceless, and subject to the whims of external authority.
2. Received Knowledge - a perspective from which women conceive of themselves as capable of receiving and even reproducing knowledge on their own.
3. Subjective Knowledge - a perspective from which truth and knowledge are conceived as personal, private, and subjectively known or intuited.
4. Procedural Knowledge - a position in which women are invested in learning and applying objective procedures for obtaining and communicating knowledge.
5. Constructed Knowledge - a position in which women view all knowledge as conceptual, experience themselves as creators of knowledge, and value both subjective and objective strategies for knowing.

This book is intended for the use of trainers who may feel free to use any or all activities to guide and direct women and men toward greater growth and development.

Resource: Belenky, M.F.; Blythe, M.C.; Goldberger, N.K.; and Tarule, J.M. Women's Ways of Knowing: The Development of Self, Voice and Mind. New York: Basic Books, 1986.

Acknowledgements

This training curriculum could not have been written without the help of many persons; Kay Spillman and Marie Whitus for the Self-Concept activities; Mimi Herrmann and Beverly Dennis for ideas on networking, and Charlene Combs, Janice Foust and Kathleen Porter for Employability Skills suggestions.

I am indebted to Ann Cline for her good ideas on creating this project, and to Betty Tipton for support, guidance and direction. Many thanks go to Single Parent/Project Directors throughout the state for the way they shared their ideas, expressed their needs, and encouraged me in every way. The in-house support of office space, telephones, and other amenities by Western Kentucky University is gratefully acknowledged.

A special thanks goes to Project Secretary Theresa Fowler for her thoughtful comments, her ability to "learn on the job", and above all her excellent typing skills.

Finally, this training guide is dedicated with admiration and respect to the participants of Single Parent/Homemaker Projects everywhere. These women, and a few men, have shown perseverance and courage in expanding their "closed, silent" world to one of their active construction. I wish them good luck and Godspeed.

Ruth C. Meredith, Ed.D.
Western Kentucky University
Bowling Green, Kentucky
July, 1987

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Section I

SELF-CONCEPT

SELF-CONCEPT

Our self-concept or self-image is the set of beliefs we have about ourselves. For instance, most persons reading this curriculum hold a "picture" of themselves based on their sex, race, nationality, physical features, roles, aptitudes, or attributes. We are grounded in this self-concept identity and it serves to focus our existence. By contrast, our level of self-esteem (or self-love, self-respect, self-worth) concerns how much we like or approve of our self-concept. It is the "grade" we give ourselves.

None of us are born with intact self-concept or self-esteem. The basic ideas we have about ourselves are acquired from two main sources: how others treated us and what they told us about ourselves. In infancy, the amount of affection, food, touching, physical care and warmth we received conveyed a non-verbal aspect of love and worthiness. With the development of language, what others told us about ourselves added to our developing self-concept. Away from the influence of home, we learned basic ideas about who we were, and also about who we should be; our "perceived" self vs. our "ideal" self. The distance between perceived self and ideal self is one measure of our self-esteem.

Self-concept is more than just the sum of its parts. We put together various components to build a collage of self - those that we hold most dear form our "core self" (for example: I am a woman, mother, competent person, pretty). Other less important aspects may be peripheral (good cook, athlete). It may be possible to have a self-concept of positive images, but if these positive images are

down-played --- placed on the periphery --- low self-esteem will result. Additionally, there may be a difference between specific and global aspects of self-esteem. For specific self-esteem, we may value ourselves in a certain area. . "I'm a good teacher", whereas global self-esteem is a measure of how much we like and approve of ourselves as a whole.

The status of women on our society adds an additional handicap to the development of their self-esteem. Prior to the advent of women's rights and equal opportunity legislation, women were externally oppressed by a male-dominated culture and society. Although legislation has alleviated external oppression to some degree, what remains is a form of internal oppression fortified by unexamined and unchallenged attitudes and beliefs.

When male babies are valued over female babies, when male and female roles are strictly delineated (with the male role receiving greater emphasis and value), when "women's work" is undervalued and underpaid, when females are "career counseled" toward limited career choices, then it may be stated that women in society are relegated to a second value position. A woman who is taught from childhood that she is of less value than a male may easily come to believe it. Her lack of faith in her own worth may seriously hinder the development of self-concept and self-esteem.

The activities of this curriculum address both the establishment of a positive self-concept and associated self-esteem. They proceed along a continuum of Self-Awareness, Self-Communication, and Self-Management. The 21 Self-Awareness activities were chosen to help

persons define core beliefs and values basic to the development of a positive self-concept. Self-Communication activities relate to those internal self-esteem messages we use to evaluate ourselves. Self-Management activities promote changed behavior. First awareness, then a change in thinking, followed by a change in behavior. These concepts are not necessarily linear; they are separated in this curriculum for training purposes. In reality, all 3 aspects may emerge simultaneously, but each must be identified and supported emotionally, cognitively, and behaviorially before lasting change may be effected.

Resource: Sanford, L.T.; and Donovan, M.E. Women and Self-Esteem: Understanding and Improving the Way We Think and Feel About Ourselves. (1986, 4th Printing) Penquin Books.

SELF-CONCEPT

Self-Awareness Activity #1

Primary Goal: Practicing self-disclosure and listening, and paraphrasing what another person has disclosed

Title: Getting To Know Me and You

Purpose: To enable participants to share life events and influences; to provide disclosure opportunities at a safe level, to feedback information provided by another person.

Materials: Handout with list of questions

Activity: Two people choose from a list of life event questions several that they feel safe in sharing. After sharing, each pair chooses another pair and each person introduces his or her partner by briefly relating information gained through sharing.

Time and Group Number: Allow approximately one hour - 30-40 minutes for initial sharing between original partners.
20 minutes for sharing with new partners.
Group number may vary.

SELF-CONCEPT

Self-Awareness Activity #1 Handout

Getting to Know Me and You: A Getting Acquainted Activity

Before we begin the morning activities, choose a partner (someone that you do not know) and complete this activity.

From the list of questions, you and your partner should choose four (4) to discuss in order to introduce yourselves. Try to avoid "census" information such as rank, teaching level, job title, age, marital status, etc.

After you have completed this activity as partners, find another pair to share this information about each other. Partners should introduce each other, paraphrasing the previous discussion.

- a) What is one significant fact about who you are today?
- b) What is one event you are really looking forward to?
- c) Who is one person who has greatly influenced your life?
- d) What is one thing you like about being male or female?
One you dislike?
- e) What is one thing you like about your work? One you
dislike?
- f) When are you happiest being male or female? Most
unhappy?
- g) What is one skill you are proud to have?
- h) Who is a male you truly admire?
- i) Who is a female you truly admire?
- j) What is one thing you are carrying with you now which
represents your masculinity or femininity?

SELF-CONCEPT
Self-Awareness Activity #2

Primary Goal: Self-awareness leads to self-acceptance which leads to self-confidence.

Title: The Self-Image Can Be Changed

Purpose: To identify steps used to improve the self-image.

Materials: Handout summarizing the 11 steps by Bruce Fisher or use blank paper and pencil for secondary lecture notes/class input.

Resource: Rebuilding When Your Relationship Ends, by Bruce Fisher, Impact Publishers \$6.95, 1986.
(Joseph-Beth Bookstore in Lexington, Ky.)

Activity: Rebuilding is essential to changing the self-image. Bruce Fisher in his book Rebuilding When Your Relationship Ends, lists 11 steps to rebuilding the self-image. These steps can be shared through an informal lecture allowing time for participant input. (See Chapter 8, Self-Concept for steps.)

Time and Group Number: 1 hour and 10-20 SP/H.

★

SELF-CONCEPT
Self-Awareness Activity #2 Handout

The 11 Steps to Rebuilding the Self-Image:

Step One: Make a decision to change.

Step Two: Change the way you look at yourself.

Step Three: Say positive things about yourself aloud to others.

Step Four: Re-examine your relationships with others, and make changes which will help you break destructive patterns and develop the "new you."

Step Five: Get rid of the negative self-thoughts in your head.

Step Six: Write positive notes to yourself and pin them up around the house.

Step Seven: Open yourself up to hearing positive comments from others.

Step Eight: Make a specific change in your behavior.

Step Nine: Give and get more hugs.

Step Ten: Work hard at meaningful communication with another person.

Step Eleven: Choose to enter into a therapy relationship in order to enhance your self-concept.

SELF-CONCEPT
Self-Awareness Activity #3

Primary Goal: Self-awareness leads to self-acceptance which leads to self-confidence.

Title: Ways to Boost Your Self-Esteem

Purpose or Objective: To cultivate pick-me-ups to bolster your ego and make yourself feel great when you are feeling down.

Activity: In a group interaction setting, brainstorm ways to bolster your ego/self-esteem. Use the handout "8 Ways to Boost Your Self-Esteem" as a lead-in to the discussion.

Materials: Handouts "8 Ways to Boost Your Self-Esteem" as an opening to the discussion.

Resource: Woman's Day, November 11, 1986, from book by Jo Foxworth, Boss Lady.

Time and Group Number: 1 hour discussion with a group of 10-20 SP/H.

SELF-CONCEPT
Self-Awareness Activity #3 Handout

8 Ways to Boost Your Self-Esteem:

- 1) LEARN SOMETHING NEW EVERY DAY.
- 2) DO WHATEVER IT TAKES TO MAKE YOU FEEL SURE OF YOURSELF.
- 3) CULTIVATE PEOPLE WHO GIVE YOU A FEELING OF IMPORTANCE.
- 4) PUT OUT OF YOUR LIFE ANYBODY WHO PUTS YOU DOWN.
- 5) DO SOMETHING EVERY DAY THAT YOU DO EXTRAORDINARILY WELL.
- 6) CONCENTRATE ON THE THINGS YOU LIKE ABOUT YOURSELF.
- 7) IF YOU CAN CHANGE THE THINGS ABOUT YOURSELF THAT BOTHER YOU, DO IT - IMMEDIATELY.
- 8) ALWAYS REMEMBER THAT THE PEOPLE AROUND YOU WHO SEEM SO CONTROLLED AND EVEN SMUG COULD BE FIGHTING BACK PURE PANIC.

SELF-CONCEPT
Self-Awareness Activity #4

Primary Goal: Self-awareness leads to self-acceptance, which leads to self-confidence.

Title: Assessments of Self-Esteem

Purpose: Assess the level of self-esteem through personal inventories. Through an awareness of the level of self-esteem, one can formulate an objective plan for accomplishing a higher degree of personal self-esteem that will lead to a more productive and happy life that is free of inner turmoil and emotional hurting.

Materials: *1) Barksdale's Self-Esteem Evaluation
2) Assess your level of Self-Esteem Questionnaire - Channing L. Bate Co.
*3) Coopersmith Inventory

Activity: After a brief introduction to self-esteem, administer one or more self-esteem evaluations. Stress the importance of honesty when participating in self-evaluations. Remember, most people feel bad about themselves from time to time. When answering questions, think about how you feel most of the time.

Time and Group Number: 2 hours with a study group of 20 SP/H.

*Coopersmith Inventory may be ordered from:
Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, CA 94306 -

*Barksdale Evaluation may be ordered from:
The Barksdale Foundation
53625 Double View Drive
P.O. Box 187
Idyllwild, CA 92349

SELF-CONCEPT
Self-Awareness Activity #4 Handout

ASSESS YOUR OWN LEVEL OF SELF-ESTEEM BY HONESTLY ANSWERING THESE QUESTIONS

Note: Most people feel bad about themselves from time to time. So, when answering these questions, think about how you feel most of the time.

Part 1:

Yes No

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Are you easily hurt by criticism? |
| _____ | _____ | 2. Are you very shy or overly aggressive? |
| _____ | _____ | 3. Do you try to hide your feelings from others? |
| _____ | _____ | 4. Do you fear close relationships? |
| _____ | _____ | 5. Do you try to blame your mistakes on others? |
| _____ | _____ | 6. Do you find excuses for refusing to change? |
| _____ | _____ | 7. Do you avoid new experiences? |
| _____ | _____ | 8. Do you continually wish you could change your physical appearance? |
| _____ | _____ | 9. Are you too modest about personal successes? |
| _____ | _____ | 10. Are you glad when others fail? |

Part 2:

Yes No

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Do you accept constructive criticism? |
| _____ | _____ | 2. Are you at ease meeting new people? |
| _____ | _____ | 3. Are you honest and open about your feelings? |
| _____ | _____ | 4. Do you value your closest relationships? |
| _____ | _____ | 5. Are you able to laugh at and learn from your own mistakes? |
| _____ | _____ | 6. Do you notice and accept changes in yourself as they occur? |
| _____ | _____ | 7. Do you look for and tackle new challenges? |
| _____ | _____ | 8. Are you confident about your physical appearance? |
| _____ | _____ | 9. Do you give yourself credit when credit is due? |
| _____ | _____ | 10. Are you happy for others when they succeed? |

Part 1: If you answered most of these questions "yes", your self-esteem could probably use improvement.

Part 2: If you answered most of these questions "yes", you probably have a healthy opinion of yourself.

Source: What You Should Know About Self-Esteem (1983), Booklet
Channing L. Bete Co., Inc.
South Deerfield, MA 01373

SELF-CONCEPT

Self-Awareness Activity #5

Primary Goal: To aid single fathers in examining their status in light of cultural expectations.

Title: A Checklist for Single Fathers

Purpose: To help the single parent (whether or not he has custody of the children) explore issues related to changes in their roles and their relationships with their children; to look at how these changes are influenced by the expectations of others such as friends, relatives, bosses, etc.

Materials: Self-Awareness Activity #5 Handout

Activity: There may be few single fathers in the group of single parent/homemaker participants. One single father may work with the person with whom he feels comfortable in sharing. Several single fathers may form a small group, but care should be taken to prevent continual small group segregation by sex.

Time and Group Number: 45 minutes to one hour; any number of participants.

A Checklist for Single Fathers:

The single father may have full or partial custody of his child. As he assumes an increased caring/nurturing role, he may feel the pressures associated with role change, especially if he had not perceived fatherhood in this particular way. The following issues are to be used as a focus for discussing the father's response to new changes.

ISSUES:

1. Work Priorities:

- a) Changing jobs means changing child's school
- b) Sick child at home
- c) Overtime
- d) Child care; daycare; after school

2. Mental Health

- a) Loss of family life
- b) Change in lifestyle and structure
- c) Feelings of depression, sadness, loneliness, worry
- d) Self-concept

3. Child Guidance

- a) Expressions of love and caring
- b) Discipline
- c) Concern for child's education, recreation

Social Relationships

- a) Interaction with other adults
- b) Social ostracism of divorced fathers
- c) Recreation
- d) Sex

5. Role Strain

- a) "Mr. Mom" at home
- b) "Room-mother" at school
- c) Relationship with children's mother

After discussing these issues, participants may wish to draw conclusions about these additional concerns:

SELF-CONCEPT

Self-Awareness Activity #5 Handout

- A. What are the similarities/differences in issues relating to single fathers and single mothers?
- B. What changes could or should be effected in our culture so that single fathers and single mothers could maintain a less stressful environment for themselves and their children?

Source: From ideas contributed by Robert Mason, Social Services Specialist, Head Start Training and Technical Assistance Program, Western Kentucky University, Bowling Green, KY. Used with permission.

SELF-CONCEPT
Self-Awareness Activity #6

Primary Goal: Changing loser attitudes to winner successes.

Title: Up With Motivation, Down With Apathy

Purpose: To become aware of differences in the attitudes between winners and losers.

Materials: Winners and losers statements typed on notecards.

Activity: Let each participant choose a note card containing a Winner-Loser statement. Each participant will read the statement aloud to the group and provide brief comments about what the statement means to him/her. Interaction from other group members is permissible.

Time and Group Number: 30 minutes to 1 hour, 10-20 group members.

List of Winner-Loser Statements:

A winner tries never to hurt people, and does so only rarely, when it serves a higher purpose; a loser never wants to hurt people intentionally, but does so all the time, without even knowing it.

A winner listens; a loser just waits until it's his turn to talk.

A winner paces himself; a loser has only two speeds: hysterical and lethargic.

A winner says "There ought to be a better way to do it"; a loser says "That's the way it's always been done here."

A winner makes commitments; a loser makes promises.

A winner knows what to fight for, and what to compromise on; a loser compromises on what he shouldn't, and fights for what isn't worthwhile fighting about.

When a winner makes a mistake, he says "I was wrong"; when a loser makes a mistake, he says "It wasn't my fault."

A winner learns from his mistakes; a loser learns only not to make mistakes by not trying anything different.

A winner knows that people will be kind if you give them a chance; a loser feels that people will be unkind if you give them a chance.

A winner takes a big problem and separates it into smaller parts so that it can be more easily manipulated; a loser takes a lot of little problems and rolls them together until they are unsolvable.

A winner seeks for the goodness in a bad man, and works with that part of him; a loser looks only for the badness in a good man, and therefore finds it hard to work with anyone.

A loser leans on those stronger than himself, and takes out his frustrations on those weaker than himself; a winner leans on himself, and does not feel imposed upon when he is leaned on.

A winner isn't afraid to leave the road when he doesn't agree with the direction it's taking; a loser follows "the middle of the road" no matter where the road is going.

A loser thinks there are rules for winning and losing; a winner knows that every rule in the book can be broken except one - be who you are, and become all you were meant to be, which is the only winning game in the world.

A loser believes in "fate"; a winner believes that we make our fate by what we do, or fail to do.

A winner is sensitive to the atmosphere around him; a loser is sensitive only to his own feelings.

A winner admits his prejudices, and tries to correct for them in making judgements; a loser denies his prejudices, and thus becomes their lifelong captive.

A winner hopes for a miracle after everything else has failed; a loser hopes for a miracle before anything has been tried.

A winner, in the end, gives more than he takes; a loser dies clinging to the illusion that "winning" means taking more than you give.

A winner shows he's sorry by making up for it; a loser says, "I'm sorry," but does the same thing the next time.

SELF-CONCEPT
Self-Awareness Activity #7

Primary Goal: To help participants determine personal values.

Title: Ranking Your Values

Purpose: To provide participants an opportunity to explore value choices.

Materials: Values handout

Activity: After a general discussion on origin of personal values, have participants make a list of at least 10 personal values. Then have each person complete handout for rank ordering a list of common values. Conduct a general discussion of high rank ordered common values in comparison to personal values.

Variation: Names of value may be placed on cards around room. Participants may group themselves according to their highest, lowest, or middle ranked values.

Time and Group Number: At least one hour for 15-20 participants; schedule more time for larger groups.
Activity suitable for small group discussions if time and format permit.

RANKING YOUR VALUES

Below is a list of 18 values in alphabetical order. We are interested in learning the relative importance of these values to you.

Study the list carefully. Then place a 1 next to the value which is most important to you, place a 2 next to the value which is second most important, etc. The value which is least important should be ranked 18.

When you have completed ranking all the values, go back and check over your list. Feel free to make changes. Please take all the time you need to think about this, so that the end result truly represents your values.

1. _____ A Comfortable Life (a prosperous life)
2. _____ An Exciting Life (a stimulating, active life)
3. _____ A Sense of Accomplishment (lasting contribution)
4. _____ A World At Peace (free of war and conflict)
5. _____ A World of Beauty (beauty of nature and the arts)
6. _____ Equality (brotherhood, equal opportunity for all)
7. _____ Family Security (taking care of loved ones)
8. _____ Freedom (independence, free choice)
9. _____ Happiness (contentedness)
10. _____ Inner Harmony (freedom from inner conflict)
11. _____ Mature Love (sexual and spiritual intimacy)
12. _____ Natural Security (protection from attack)
13. _____ Pleasure (an enjoyable, leisurely life)
14. _____ Salvation (saved, eternal life)
15. _____ Self-Respect (self esteem)
16. _____ Social Recognition (respect, admiration)
17. _____ True Friendship (close companionship)
18. _____ Wisdom (a mature understanding of life)

Adapted from value scale developed by Rokeach, Milton, The Nature of Human Values.

SELF-CONCEPT
Self-Awareness Activity #8

Primary Goal: To assess participants in 10 common value areas.

Title: Assessing Your Values

Purpose: To allow students to compare their scores in 10 commonly held value areas with the scores of a national norm group.

Materials: Assessing Your Values Scale

Activity: Use scale after value lecture, group discussion, and other activities related to values clarification. Provides feedback for comparing personally held values with those of the general public.

Time and Group Number: 20-30 persons, allow 1½ hours for completion of the scale, scoring and discussion.

Assessing Your Values Scale

Below and on the next few pages are one hundred statements that deal with the ten common values. Read each statement carefully. Then rate the statement as it applies to you.

If the statement is definitely true, circle 10.
 If the statement is mostly true, circle 7.
 If you are undecided, circle 5.
 If the statement is mostly false, circle 3.
 If the statement is definitely false, circle 0.

Values Statements

- | | | | | | |
|--|----|---|---|---|---|
| 1. I have a physical checkup every year. | 10 | 7 | 5 | 3 | 0 |
| 2. I will take my children to church services regularly. | 10 | 7 | 5 | 3 | 0 |
| 3. I enjoy attending musical concerts. | 10 | 7 | 5 | 3 | 0 |
| 4. It is important to me to have a lot of friends. | 10 | 7 | 5 | 3 | 0 |
| 5. I donate to charities that I feel are worthwhile. | 10 | 7 | 5 | 3 | 0 |
| 6. I envy the way movie stars are recognized wherever they go. | 10 | 7 | 5 | 3 | 0 |
| 7. I would like to have enough money to retire at fifty. | 10 | 7 | 5 | 3 | 0 |
| 8. I would rather spend an evening at home with my family than out with friends. | 10 | 7 | 5 | 3 | 0 |
| 9. I enjoy making decisions that involve other people. | 10 | 7 | 5 | 3 | 0 |
| 10. If I had the talent, I would like to write songs. | 10 | 7 | 5 | 3 | 0 |
| 11. I have a close relationship with at least one of my parents. | 10 | 7 | 5 | 3 | 0 |
| 12. I have taught a Sunday School class or have otherwise taken an active part in my church. | 10 | 7 | 5 | 3 | 0 |
| 13. I am willing to spend time helping fellow students who are having difficulty with their studies. | 10 | 7 | 5 | 3 | 0 |
| 14. Even at the same salary, I would rather be the boss than just another worker. | 10 | 7 | 5 | 3 | 0 |
| 15. I have a special appreciation for beautiful things. | 10 | 7 | 5 | 3 | 0 |
| 16. If I had the talent, I would like to appear regularly on television. | 10 | 7 | 5 | 3 | 0 |
| 17. I would like to counsel people and help them with their problems. | 10 | 7 | 5 | 3 | 0 |
| 18. I would enjoy associating with movie stars and other celebrities. | 10 | 7 | 5 | 3 | 0 |
| 19. I have a dental checkup at least once a year. | 10 | 7 | 5 | 3 | 0 |
| 20. I enjoy writing short stories. | 10 | 7 | 5 | 3 | 0 |
| 21. I would rather spend a summer working than going on a paid vacation. | 10 | 7 | 5 | 3 | 0 |
| 22. I like to go to parties. | 10 | 7 | 5 | 3 | 0 |
| 23. I think it would be fun to write a play for TV | 10 | 7 | 5 | 3 | 0 |
| 24. I believe in a God who answers prayers. | 10 | 7 | 5 | 3 | 0 |

Page 2 - Assessing Your Values

Ratings: Definitely True: 10
 Mostly True: 7
 Undecided: 5
 Mostly False: 3
 Definitely False: 0

25.	I would rather be an officer than just a club member.	10	7	5	3	0
26.	I would rather spend my last \$100 for needed dental work than for a vacation at my favorite resort.	10	7	5	3	0
27.	I enjoy giving presents to members of my family.	10	7	5	3	0
28.	If I were a teacher, I would rather teach poetry than math.	10	7	5	3	0
29.	I often have daydreams about things that I would like to do if I had the money.	10	7	5	3	0
30.	I enjoy giving parties.	10	7	5	3	0
31.	I am willing to write letters for old or sick people.	10	7	5	3	0
32.	It would be very satisfying to act in movies or TV.	10	7	5	3	0
33.	When I feel ill, I usually call a doctor.	10	7	5	3	0
34.	I believe that tithing (giving one-tenth of one's earning to the church) is one's duty to God.	10	7	5	3	0
35.	I enjoy taking part in discussion at the family dinner table.	10	7	5	3	0
36.	I enjoy visiting art museums.	10	7	5	3	0
37.	I like to write poetry.	10	7	5	3	0
38.	I like to be around other people most of the time.	10	7	5	3	0
39.	I like to be the one who decides what we will do or where we will go when I'm out with friends.	10	7	5	3	0
40.	Someday I would like to live in a large, expensive house.	10	7	5	3	0
41.	I pray to God about my problems.	10	7	5	3	0
42.	If I knew a family that had no food for Christmas dinner, I would try to provide it.	10	7	5	3	0
43.	I like to spend holidays with my family.	10	7	5	3	0
44.	I like to see my name in print (in the newspaper)	10	7	5	3	0
45.	I would rather take a class in freehand drawing than a class in math.	10	7	5	3	0
46.	I do not like to spend an entire evening alone.	10	7	5	3	0
47.	If the salary were the same, I would rather be a school principal than a classroom teacher.	10	7	5	3	0
48.	I have expensive tastes.	10	7	5	3	0
49.	I can tell the differences between a fine painting or drawing and an ordinary one.	10	7	5	3	0
50.	If I had regular headaches, I would consult a doctor even if aspirin seemed to lessen the pain.	10	7	5	3	0
51.	I have several close friends.	10	7	5	3	0
52.	I expect to provide music lessons for my children.	10	7	5	3	0
53.	It is important to me that grace be said before meals.	10	7	5	3	0
54.	I sometimes miss sleep to visit late with company.	10	7	5	3	0

Page 3 - Assessing Your Values

Ratings: Definitely True: 10
 Mostly True: 7
 Undecided: 5
 Mostly False: 3
 Definitely False: 0

55. I usually get at least eight hours of sleep each night.	10	7	5	3	0
56. I like to design things.	10	7	5	3	0
57. I like to be looked up to for my accomplishments	10	7	5	3	0
58. I would get a sense of satisfaction from nursing a sick person back to health.	10	7	5	3	0
59. I care what my parents think about the things I do.	10	7	5	3	0
60. I daydream about making a lot of money.	10	7	5	3	0
61. I like to be the chairperson at meetings.	10	7	5	3	0
62. It is thrilling to come up with an original idea and put it to use.	10	7	5	3	0
63. I believe there is life after death.	10	7	5	3	0
64. I would welcome a person of another race as a neighbor.	10	7	5	3	0
65. If I were in the television field, I would rather be an actor than a scriptwriter.	10	7	5	3	0
66. I enjoy decorating my room at home.	10	7	5	3	0
67. I enjoy a picnic with my family.	10	7	5	3	0
68. As an adult, I want to earn a much higher salary than the average worker.	10	7	5	3	0
69. I am careful to have a balanced diet each day.	10	7	5	3	0
70. I often influence other students concerning the classes they enroll in.	10	7	5	3	0
71. I would like to be written up in Who's Who.	10	7	5	3	0
72. I read the Bible or other religious writings regularly.	10	7	5	3	0
73. If I were in the clothing industry, I would enjoy creating new styles.	10	7	5	3	0
74. I look forward to an evening out with a group of friends.	10	7	5	3	0
75. When I am with a group of people, I like to be the one in charge.	10	7	5	3	0
76. I dislike being financially dependent on others.	10	7	5	3	0
77. When a friend is in trouble, I feel I must comfort him or her.	10	7	5	3	0
78. I love my parents.	10	7	5	3	0
79. I almost never skip meals.	10	7	5	3	0
80. I have a collection of phonograph records.	10	7	5	3	0
81. I have a particular friend with whom I discuss problems.	10	7	5	3	0
82. I believe that God created people in his own image.	10	7	5	3	0
83. I enjoy buying clothes for members of my family.	10	7	5	3	0
84. I would enjoy having people recognize me wherever I go.	10	7	5	3	0

Page 4 - Assessing Your Values

Ratings: Definitely True: 10
Mostly True: 7
Undecided: 5
Mostly False: 3
Definitely False: 0

85.	I like planning activities for others.	10	7	5	3	0
86.	I do not smoke.	10	7	5	3	0
87.	I feel good when I do things that help others.	10	7	5	3	0
88.	Someday I would like to write a novel.	10	7	5	3	0
89.	I would put up with undesirable living conditions in order to work at a job that paid extremely well.	10	7	5	3	0
90.	I belong to several clubs and organizations.	10	7	5	3	0
91.	If I ask God for forgiveness, my sins are forgiven.	10	7	5	3	0
92.	I would enjoy having my picture in the school yearbook more than it has been in the past.	10	7	5	3	0
93.	I often organize group activities.	10	7	5	3	0
94.	When I see a newly constructed building, I consider its beauty as much as its practical use.	10	7	5	3	0
95.	I respect my father and mother.	10	7	5	3	0
96.	I like to design or make things that have not been made before.	10	7	5	3	0
97.	Some of the hobbies I would like to have are quite expensive.	10	7	5	3	0
98.	I enjoy classical music.	10	7	5	3	0
99.	I would never use potentially harmful drugs because of what they might do to my body.	10	7	5	3	0
100.	I am kind to animals.	10	7	5	3	0

Scoring

The numbers of the one hundred statements that you just rated are listed under the appropriate values in the chart below. For example, statements 6, 16, 18, 32, and so on, all relate to the value fame; therefore, they are listed under Fame. To determine your rating for each value, write the number that you circled (10, 7, 5, 3, or 0) for each statement on the blank next to the statement number. Then add the numbers in each column to get your total for each value.

Values Rating Chart

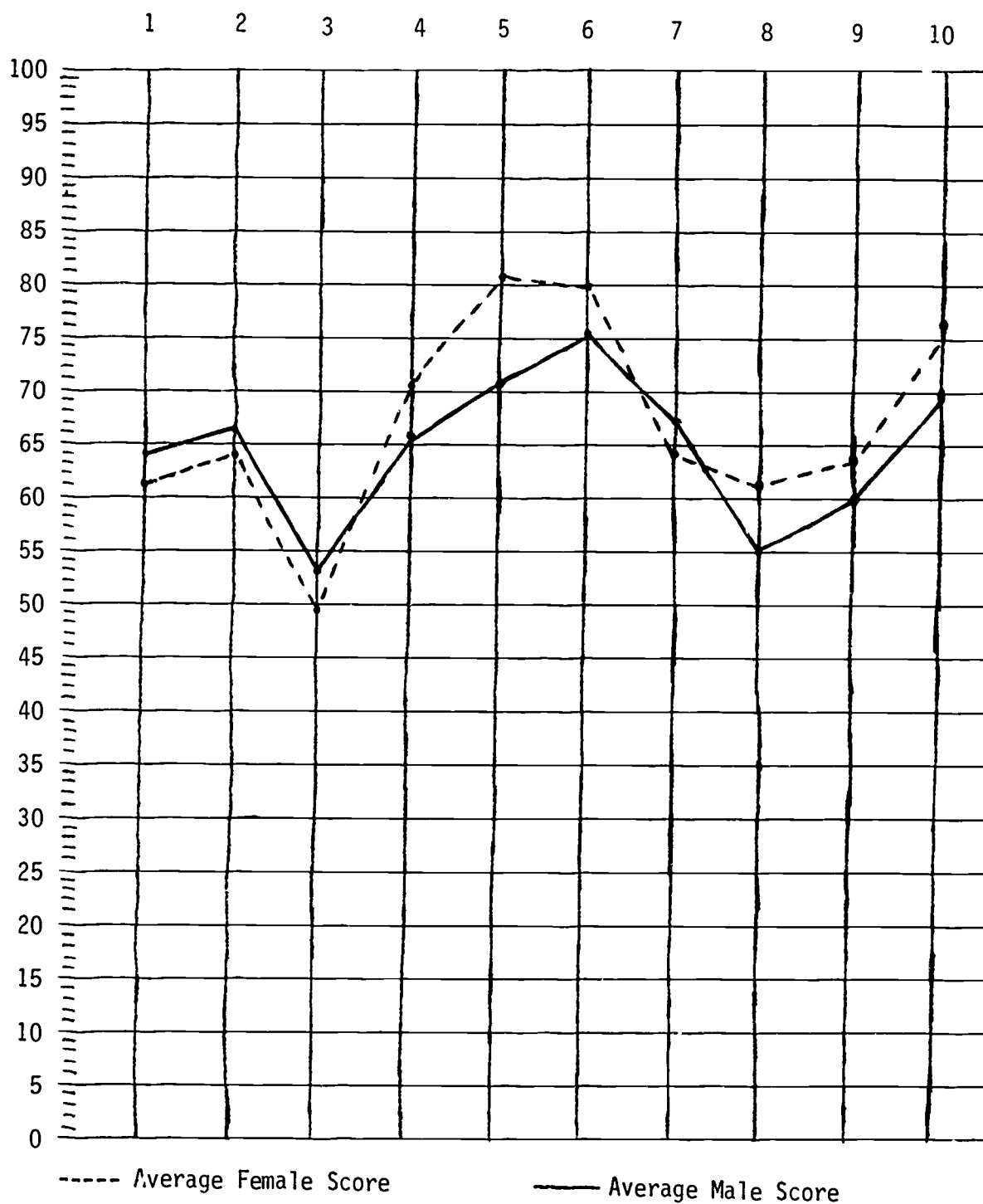
Fame (1)	Money (2)	Power (3)	Religion (4)	Humanitarianism (5)
6. _____	7. _____	9. _____	2. _____	5. _____
16. _____	21. _____	14. _____	12. _____	13. _____
18. _____	29. _____	25. _____	24. _____	17. _____
32. _____	40. _____	39. _____	34. _____	31. _____
44. _____	48. _____	47. _____	41. _____	42. _____
57. _____	60. _____	61. _____	53. _____	58. _____
65. _____	68. _____	70. _____	63. _____	64. _____
71. _____	76. _____	75. _____	72. _____	77. _____
84. _____	89. _____	85. _____	82. _____	87. _____
92. _____	97. _____	93. _____	91. _____	100. _____
Total _____	Total _____	Total _____	Total _____	Total _____

Family (6)	Health (7)	Aesthetics (8)	Creativity (9)	Social Contact (10)
8. _____	1. _____	3. _____	10. _____	4. _____
11. _____	19. _____	15. _____	20. _____	22. _____
27. _____	26. _____	28. _____	23. _____	30. _____
35. _____	33. _____	36. _____	37. _____	38. _____
43. _____	50. _____	49. _____	45. _____	46. _____
59. _____	55. _____	52. _____	56. _____	51. _____
67. _____	69. _____	66. _____	62. _____	54. _____
78. _____	79. _____	80. _____	73. _____	74. _____
83. _____	86. _____	94. _____	88. _____	81. _____
95. _____	99. _____	98. _____	96. _____	90. _____
Total _____	Total _____	Total _____	Total _____	Total _____

Comparing Values

The graph below shows the average scores for each of the ten values for both males and females. The averages are based on the scores of students from junior and senior high schools across the country.

Plot your own scores (from the preceding page) on the graph. You will then be able to compare your value ratings to those of other students.



SELF-CONCEPT
Self-Awareness Activity #9

Purpose: To acquaint single parents with emotions and their behavioral cues.

Title: Knowing How You Feel

Purpose: Single parents may not have had the opportunity to examine emotions or express them. Men are acculturated toward being the "strong, silent type". While women are allowed to "be emotional", they are rarely encouraged to do so. This activity presents a range of behaviors associated with specific emotions, and participants are given the opportunity to increase their knowledge of both.

Materials: Handout #9

Activity: Participants are asked to look over the behavioral examples and study the associated terms. They are urged to write down specific examples to demonstrate their understanding.

Time and Group Number: 1½ hours for 15-20 persons. Less time may be allowed if group members do not have an open sharing time.

KNOWING HOW YOU FEEL

This chart of emotional feelings and associated behaviors shows ways in which your body is responding to a particular feeling. Words to describe the experience are provided at the end of each part.

- A. Read over the chart - study the examples and words.
- B. Write out your own behavioral example for 3 positive feelings.
- C. Write out your own behavioral example for 3 negative feelings.
- D. Share what you have written with another person in the group.

I. Feeling Active

Actions: My body feels springy, bouncy.

I am alert, wide awake.

I feel like singing.

I'm interested in everything, every person.

Things seem intense, brighter, clearer.

I am open, bubbly.

Words: EXCITED, ENTHUSIASTIC, CHEERFUL, DELIGHTED, JOYOUS, HOPEFUL

II. Feeling Low

Actions: My body is slowed down, dull.

Excitement, vitality is gone.

I feel heavy, drained, sluggish.

I have a sense of being dead inside.

Words: BORED, WITHDRAWN, SHALLOW, DEPRESSED, SLOW, GLOOMY, EMPTY, ISOLATED

III. Feeling Hyper:

Actions: My heart pounds, my pulse quickens.

Everything seems speeded up.

There is a supercharged sense of excitement.

I am keyed up, overstimulated.

Words: ANGRY, CONFUSED, ALERT, FEARFUL, FRANTIC, ALARMED, PANICKED

IV. Feeling Close to People

Actions: I want to protect, please this person.

I have respect, friendliness, communion, unity with this person.

I have a sense of complete understanding with this person.

I want to be tender and gentle with this person

I want to touch, hold, be physically close to this person.

Words: AFFECTIONATE, TENDER, LOVING, COMPASSIONATE, ACCEPTING

SELF-CONCEPT

Self-Awareness Activity #9 Handout

V. Feeling Against People

Actions: I want to strike out, smash, bite, kick, etc.
I want to say something nasty.
My body is tense, fists often clenched.
I want revenge; to get even.

Words: CRITICAL, CONTEMPTOUS, FURIOUS, IRRITATED, RESENTFUL,
BITTER, ANGRY, HATEFUL

VI. Feeling Distant From People

Actions: I want to withdraw, disappear.
Everyone seems far away; I'm out of it.
I'm lonely, cut-off, completely by myself.
I feel aimless, uninvolved, don't care.
I'm wandering, incomplete, nothing to hold onto.

Words: INDIFFERENT, LONELY, ALIENATED, INCOMPLETE, BLAH,
UNINTERESTED, LOST, USELESS, ISOLATED, CUT-OFF

VII. Feeling Tense

Actions: I'm all wound up.
My body is tense in the neck, back, shoulders.
I'm ready to snap; easily irritated.
I feel trapped, closed-in, boxed, fenced-in, tied down.
My face and mouth look hard.

Words: FRUSTRATED, NERVOUS, GROUCHY, IMPATIENT, BOILING,
ANNOYED, IRRITATED

VIII. Feeling Enhanced

Actions: I have a sense of sureness.
I feel taller, stronger, important, worthwhile.
Everything is really working for me - my body, my mind.
I am confident; I have a sense of accomplishment,
fulfillment.

Words: CONFIDENT, PROUD, EAGER, COMPETENT, SECURE, STRONG

IX. Feeling Comfortable

Actions: I am free of conflict, easy.
I feel mellow, warm, a sense of release.
Everything seems easier; the world seems basically good.
I am at ease with myself, peaceful, tranquil, quiet.
My body moves gracefully, easily.

Words: SATISFIED, CALM, WARM, FRIENDLY, RESTED, HOPEFUL, QUIET,
CREATIVE, AWED.

X. Feeling Uncomfortable

Actions: There is a lump in my throat, growing in my stomach.
I have neck pains, back pains, headaches.
I don't want to laugh; my heart is heavy.
There's heavy burden I can't seem to lift.
There is a sense of loss, deprivation.

Words: GRIEVING, HURT, ACHING, SAD, PAINED, DISAPPOINTED,
HEARTBROKEN

XI. Feeling Diminished

Actions: Nothing I do is right.

I'm mad at myself about the situation.

I have a sense of regret; I long for things to be the way they were.

There is a yearning desire for things to hurry up and change.

Words: REGRETFUL, WEAK, INCOMPETENT, DEFEATED, DISSATISFIED

XII. Feeling Inadequate

Actions: I can't cope.

I feel vulnerable; hopeless.

I don't know when to go or what to do.

There's no controlling the situation.

I'm caught up by the situation.

Words: ANXIOUS, POWERLESS, NEEDY, HELPLESS, AWKWARD, INADEQUATE

Source: Adapted from Being A Single Parent. A. Bustanoby, Pyrance Books, Zondervan Publishing.

SELF-CONCEPT

Self-Awareness Activity #10

Primary Goal: To help women develop an attitude that they are whole, complete individuals apart from any male with whom they may be associated.

Title: I Am What I Am

Purpose: These exercises help women see their complicity in roles they may have played in male relationships. In answering the questions presented in the handout, women will explore their feelings of self-worth or self-respect that they bring to the relationship.

Materials: Handout #10

Activity: Participants will answer the stimulus questions in Exercise I which will lead to a general discussion of feelings of adequacy in male relationships. After Exercise II is completed, participants may work in pairs or small groups and share their perceptions.

Time and Group Number: This activity will take at least 1½ hours in order to allow discussion and sharing time; 15-20 participants.

Part I:

The issues concerning the relationship between men and women are complex. Expectations based on myths color the interactions between men and women. Start a general discussion by having participants verbally respond to "Marriage Myths". Use the Attitudes section to direct the group toward consensus.

Marriage Myths:

1. People get married because they are in love.
2. The person I marry will never change.
3. People grow up when they leave home.
4. People become more intimate when they live together.

Attitudes which would help are:

1. I can be a complete woman without marriage. Therefore, I should not marry for security or approval. I should marry only if I meet someone I can love.
2. We change all during our adult years. I should expect the person I marry to grow and change.
3. Most adults do not mature until they are past 30. If a woman marries young and becomes too dependent on her husband, she may never mature.
4. Intimacy comes only when two people work at it. Living together does not help unless the individuals are communicating.

Following the discussion, have individuals complete Exercise I, and discuss results in small groups. Ask each group to report their conclusions.

Exercise I:

1. Men are generally more knowledgeable than women.
2. I prefer a man who likes to make most of the decisions.
3. I have difficulty disagreeing with men.
4. I have difficulty expressing my opinion in a group of men.
5. It is often the wife's fault if the husband drinks.
6. It is often the husband's fault if the wife drinks.
7. Women are not liked if they show they are intelligent and capable.
8. When arguing with a man, I always give in.
9. I feel guilty if I say no when the man in my life wants sex.

Part II:

As a result of the discussions in Part I, group members may wish to examine present or past relationships. The questions in Exercise II should be answered individually, then shared in small groups. The issues raised under "Concluding Remarks" will facilitate small group discussions. The group leader may leave group reports an option.

Exercise II:

1. In which two areas have I grown since I have been in this relationship? (In which two areas did I grow when I was in this relationship?)
2. What things did I used to do that I am now afraid to do? (What things did I become afraid to do?)
3. What activities have I stopped doing? (What activities did I stop doing?)
4. What new things have I tried since I have been in this relationship? (What new things did I try when I was in this relationship?)
5. Do I give more than I receive? (Did I give more than I received?)
6. Do I receive more than I give? (Did I receive more that I gave?)
7. Do I feel that most of my rights have been taken away? (Did I feel that most of my rights had been taken away?)

SELF-CONCEPT

Self-Awareness Activity #10 Handout

8. Do I feel taken advantage of? (Did I feel taken advantage of?)
9. Does the idea of living alone frighten me? (Did the idea of living alone frighten me?)

Concluding Remarks:

The first four questions give you some indication of whether or not you have grown, or did grow, as an individual during this relationship.

Questions 5 through 9 indicate your ability to have your rights recognized in the relationship.

If you are in a relationship in which you are not growing, you should first examine your own actions to see whether by changing them you can improve the relationship.

If you make your best effort and the other person refuses to co-operate, you have to ask yourself if this relationship should last.

If you have been in a relationship for a number of years and you want to change some of your actions, you will increase your chances of succeeding by letting the other person know how you are feeling and what the person can expect.

Source: The Woman Within, Women's Educational Equity Act Program, U.S. Department of Education, Washington, D.C.

SELF-CONCEPT
Self-Awareness Activity #11

Primary Goal: Success comes through personal motivation.

Title: The Journey to Success

Purpose: Determine the road to personal success comes between valleys and peaks in life. Become aware of the types of motivation and determine that attitudinal motivation leads to success in your life.

Materials: Discussion Handout

Time and Group Number: Approximately 1 hour with a group of 10-20 participants.

I. What is success ?

Success is a journey, not a destination. Success is getting from where you are to where you want to be. Measure success by your own standards and not by the standards set for you by someone else.

Success

Whatever your mind can conceive and believe, it will achieve. Dream great dreams and make them come true. Do it now. You are unique. In all the history of the world there was never anyone else exactly like you, and in all the infinity to come there will never be another you. Never affirm self-limitations. What you believe yourself to be, you are.

To accomplish great things, you must not only act, but also dream, not only plan, but also believe. If you have built castles in the air, your work need not be lost - put foundations under them. Yes you can. Believing is magic.

You can always better your best. You don't know what you can do until you try. Nothing will come of nothing. If you don't go out on a limb, you're never going to get the fruit. There is no failure except in no longer trying.

Hazy goals produce hazy results. Clearly define your goals. Write them down, make a plan for achieving them, set a deadline, visualize the results and go after them. Just don't look back unless you want to go that way.

Defeat may test you: it need not stop you. If at first you don't succeed, try another way. For every obstacle there is a solution. Nothing in the world can take the place of persistence. The greatest mistake is giving up.

Wishing will not bring success, but planning, persistence and a burning desire will. There is a gold mine within you from which you can extract all the necessary ingredients. Success is an attitude. Get yours right.

It is astonishing how short a time it takes for very wonderful things to happen. Now, show us the colors of your rainbow.

Barbara Smallwood and Steve Kilborn

SELF-CONCEPT

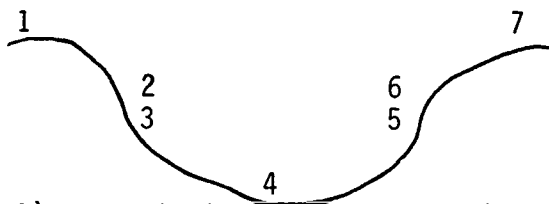
Self-Awareness Activity #11 Handout

Page 2

Steps to Success:

- 1) Evaluate self
- 2) Set goals
- 3) Plan for achieving goals
- 4) Act on the plan
- 5) Evaluate the plan and regroup when necessary

Life is full of peaks and valleys:



- 1) Idealistic - believe you will succeed
- 2) Frustration - struggle against adversity
- 3) Defiant - revolt
- 4) Resigned - quit trying
- 5) Awareness - evaluate your conditions
- 6) Decisive - re-establish goals
- 7) Commitment - motivated attitude that you will succeed through effort

II. What is Motivation?

Motivation is a motive with action.

Types of motivation:

- 1) Fear - temporary - based on punishment
- 2) Incentive - temporary - based on reward
- 3) Personal - long-lasting - based on one's attitude

Motivation Levels:

- 1) Immovable
- 2) Movable
- 3) Those who do the moving

III. Success comes through courage and the desire to win.

COURAGE

If you think you're beaten ... you are
If you think you dare not ... you don't
If you'd like to win but don't think you can
... It's almost for certain you won't!

If you think you'll lose, you've already lost,
For in this world you'll find
Success begins with you attitude
It's all in your state of mind!
For many a race is lost
Before even a step is run
And many an athlete falls before the game's even begun.

Think big and your deeds will grow ...
Think small and you'll fall behind ...
Think that you can and you will
It's all in your state of mind!
If you think you're outclassed ... you are
You've got to think high to rise!
You've got to be sure of yourself,
... Before you can take home the prize.

Life's battles don't always go to the ones with the best
battle plan ...
But sooner or later, the ones who win are the ones
Who think they can!

Edgar Guest

Don't Quit -
Fight One More Round

When things go wrong, as they sometimes will,
When the road your trudging seems all uphill,
When the funds are low and the debts are high
And you want to smile, but you have to sigh,
When care is pressing you down a bit,
Rest! If you must - but never quit.

Life is queer, with its twists and turns,
As every one of us sometimes learns,
And many a failure turns about
When he might have won if he'd stuck it out;
Stick to your task, though the pace seems slow -
You may succeed with one more blow.

Success is failure turned inside out -
The silver tint of the clouds of doubt -
And you can never tell how close you are,
It may be near when it seems afar;
So stick to the fight when you're hardest hit -
It's when things seem worst that YOU MUSTN'T QUIT.

... Author Unknown

SELF-CONCEPT
Self-Awareness Activity #12

Primary Goal: Identify life problems that are keeping you from succeeding.

Title: Mountains and Molehills

Purpose: Identify the factors in your life that are holding you back.

Materials: Life problems checklist.

Source: Coming Alive From Nine to Five, by Betty N. Michelozzi, Mayfield Publishing Co.
See pp. 23-24.

Activity: Rate the items on the life problems checklist according to the degree of problems in your life. Circle the number of the items you would like to change in your life. Make a plan for change and keep a diary of your experiences as you initiate these changes.

Time and Group Number: 1 hour of classtime. Additional time for personal counseling. 10-20 participants.

SELF-CONCEPT
Self-Awareness Activity #12 Handout

Life Problems Checklist:

Identify the factors that are holding you back. Rate the items below by checking the appropriate columns. The column heads signify the following:

A: No problem - happy here

B: Slight problem

Y: Moderate problem

Z: A great problem

Year +: A great problem for more than a year

Chronic: A problem throughout your life

	A	B	Y	Z	Year +	Chronic
1. Parents/brothers/sisters						
2. Spouse/children						
3. Family closeness						
4. Friends/relationships/love						
5. Privacy/freedom						
6. Dwelling						
7. Work						
8. Finances						
9. Personal achievement/success						
10. Confidence						
11. Diet/drugs/drinking/smoking						
12. Health						
13. Exercise						
14. Your appearance						
15. Physical well-being						
16. Hectic lifestyle						
17. Recreation/hobbies						
18. Spiritual/religious well-being						
19. Emotional/mental well-being						
20. Status						
21. Intellectual ability						
22. Artistic ability						
23. Education						
24. Social concern						
25. Political concern						

Circle the numbers of items you would like to change. Perhaps see a counselor to discuss your feelings. It's easier to make a good career decision if anxieties are not getting in the way.

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SELF-CONCEPT
Self-Awareness Activity 13

Primary Goal: Draw a self-portrait that reveals the past experiences in your life.

Title: Where have you been all your life?

Purpose: To give you a chance to look at your whole lifespan - past, present, future.
To give you a framework in which to place many of the things you have observed about your life and your work.
To give you a new way to look at yourself.

Materials: Handout for Activity #13: Lifeline: Spotlighting You

Activity: Provide an autobiographical summary listing the important events, successes, disappointments in your life. You may use poems, pictures, posters, etc. to help illustrate your lifeline.
(Optional) Share your lifeline with the support group to gain another perspective. Through sharing you may receive feedback that may help you in dealing with your crises and disappointments.

Time and Group Number: Homework assignment. (Optional) Each member may use fifteen minutes to share his/her lifeline with the support group. 10-20 SP/H.

Lifeline: Spotlighting You

Provide an autobiographical summary -

List the important events and successes in each period of your life. List disappointments with references to family, school, friends, work, and whatever else you wish. You may use poems, pictures, posters, etc. to help illustrate your summary.

Important Events	Successes	Disappointments
Young Childhood		
Elementary School		
High School		
Young Adulthood/College		
Marriage/Career Decisions		
Family Involvement		
The Middle Years (Is there life after 40?)		
The Silver and Golden Years		

SELF-CONCEPT
Self-Awareness Activity #14

Primary Goal: To help participants determine what it is that they really enjoy doing.

Title: 20 Things I Love To Do - Sometimes

Purpose: This activity will allow an individual to determine whether or not they are able to specify their own leisure or recreational preferences.

Materials: Print handout.

Activity: Participants are asked to make a list of 20 things they really enjoy doing. If this proves difficult, a list of 15 or at least 10 may be generated. List items may be coded using pre-determined symbols provided by the instructor. Codes should be designed to reveal to individuals whether or not the things they "really love to do" are an integral part of their lives.

Time and Group Number: 30-45 minutes, 25 participants.

Twenty Things I Love To Do - Sometimes

Write down twenty things that you enjoy doing. After completing the list, go back and mark items with the following codes: (some items may have several codes)

A - do this alone

P - do this with another person

\$ - costs over \$5 each time

F - do this frequently

S - do this seldom

PL - activity requires planning

1-5 - number top 5 activities, with #1 = best liked

Date - write date that each top 5 activity was last enjoyed

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Adapted from Simon, Howe, Kirschenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students, Revised Ed., A & W Visual Library, New York, 1972.

SELF-CONCEPT
Self-Awareness Activity #15

Primary Goal: To aid participants in examining their attitudes and values in intimate relationships.

Title: Alligator River: The Cost of Getting Across

Purpose: This activity allows group members to compare their attitudes and values with those of others; reveals how difficult it is for an individual or group to hold the only "correct" values

Materials: Printed Handout

Activity: Leader facilitates a general discussion of acceptable sexual conduct. Leader may tell story of "Alligator River..." to aid discussion. Participants are divided into small groups. Each group member is asked to rank order from best to worst the characters of the "Alligator River..." story. Groups are urged to reach consensus on their ranking. In a general discussion, group members provide reasons for their rankings. Groups that cannot reach consensus are allowed to present majority/minority reports.

Time and Group Number: 1 hour; 20-25 participants

Alligator River: The Cost of Getting Across

Once upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on one shore of a river. Abigail lived on the opposite shore of the river. The river which separated the two lovers was teeming with a man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed out. So she went to ask Sinbad, a river boat captain, to take her across. He said he would be glad to if she would consent to go to bed with him preceding the voyage. She promptly refused and went to a friend named Ivan to explain her plight. Ivan did not want to be involved at all in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and delivered her into the arms of Gregory.

When she told Gregory about her armorous escapade in order to cross the river, Gregory cast her aside with disdain. Heart-sick and dejected, Abigail turned to Slug with her tale of woe. Slug, feeling compassion for Abigail, sought out Gregory and beat him brutally. Abigail was overjoyed at the sight of Gregory getting his due. As the sun sets on the horizon, we hear Abigail laughing at Gregory.

Rank each character from (1) least reprehensible to (5) most reprehensible. Give your reason for your ranking.

Abigail _____

Gregory _____

Sinbad _____

Ivan _____

Slug _____

Source: Simon, Howe and Kirschenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students, Revised Ed., A & W Visual Library, New York, 1974.

SELF-CONCEPT
Self-Awareness Activity #16

Primary Goal: Personality traits can help identify suitable career choices and work environments.

Title: Personality Traits Inventory

Purpose: Identify the predominant orientation of your personality through the Personality Mosaic.
Analyze the kinds of activities you have been enjoying all your life and tie those into the job market.

Activity: Student Handout 16A - Complete the Personality Mosaic Score according to the instructions listed at the end of the inventory to identify your personality type (s). Read the description for your personality type (s) and relate the traits to specific work environments in which you are comfortable.
Psychologist and vocational counselor John Holland says that one of six major personality types, or a combination of two or more types, plays a highly important role in choosing and succeeding in a career.

Student Handout 16B - Look at personality types and their similarities and differences. Look at the personality types and an example of a typical conversation among them.

Time and Group Number: 1 to 2 hours with 10-20 participants.

PERSONALITY MOSAIC

Circle the number of statements that clearly sound like something you might say or do or think - something that feels like you. Check the numbers of items that you aren't sure of to see how they change your score. Put the letter X on the numbers of statements that are not you to get a negative total.

1. It's important for me to have a strong, agile body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind can really affect my moods.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I need clear directions so I know exactly what to do.
7. I can usually carry/build/fix things myself.
8. I can get absorbed for hours in thinking something out.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I'll spend time finding ways to help people through personal crises.
11. I enjoy competing.
12. I'll spend time getting carefully organized before I start a project.
13. I enjoy making things with my hands.
14. It's satisfying to explore new ideas.
15. I always seem to be looking for new ways to express my creativity.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I don't mind getting my hands dirty.
20. I see education as a lifelong process of developing and sharpening my mind.
21. I love to dress in unusual ways, to try new colors and styles.
22. I can often sense when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. I'd rather be safe than adventurous in making decisions.
25. I like to buy sensible things I can make or work on myself.
26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.
27. I have a great imagination.
28. I like to help people develop their talents and abilities.
29. I like to have people rely on me to get the job done.
30. I usually prepare carefully ahead of time if I have to handle a new situation.
31. I'd rather be on my own doing practical, hands-on activities.

SELF-CONCEPT

Self-Awareness Activity #16 Handout 16A

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32. I'm eager to read about any subject that arouses my curiosity.
33. I love to try creative new ideas.
34. If I have a problem with someone, I'll keep trying to resolve it peacefully.
35. To be successful, it's important to aim high.
36. I don't like to have responsibility for big decisions.
37. I say what's on my mind and don't beat around the bush.
38. I need to analyze a problem pretty thoroughly before I act on it.
39. I like to rearrange my surroundings to make them unique and different.
40. I often solve my personal problems by talking them out with someone.
41. I get projects started and let others take care of details.
42. Being on time is very important to me.
43. It's invigorating to do things outdoors.
44. I keep asking "why?"
45. I like work to be an expression of my moods and feelings.
46. I like to help people find ways to care more for each other.
47. It's exciting to take part in important decisions.
48. I usually have things around me in order.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem until I figure out an answer.
51. The beauty of nature touches something deep inside me.
52. Close personal relationships are important to me.
53. Promotion and advancement are important to me.
54. I feel more secure when my day is well planned.
55. A strong system of law and order is important to prevent chaos.
56. Thought-provoking books always broaden my perspective.
57. I look forward to seeing art shows, plays, and good films.
58. I can deal with and understand people who express strong feelings.
59. It's exciting to influence people.
60. When I say I'll do it, I follow through on every detail.
61. Good, hard physical work never hurt anyone.
62. I'd like to learn all there is to know about subjects that interest me.
63. I don't want to be like everyone else; I like to do things differently.
64. When people have a problem, I go out of my way to be flexible and caring.
65. I'm willing to take some risks to get ahead.
66. I feel more secure when I follow rules.
67. The first thing I look for in a car is a well-built engine.
68. I like a conversation to be intellectually stimulating.
69. When I'm creating, I tend to let everything else go.
70. I feel concerned that so many people in our society need help.
71. It's fun to get ideas across to people.

SELF-CONCEPT

Self-Awareness Activity #16 Handout 16A

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72. I'm very good about checking details.
73. I usually know how to take care of things in an emergency.
74. Just reading about those new discoveries is exciting.
75. I like to create happenings.
76. I often go out of my way to pay attention to people who seem lonely and friendless.
77. I love to bargain.
78. I like to be very careful about spending money.
79. Sports are important in building strong bodies.
80. I've always been curious about the way nature works.
81. It's fun to be in a mood to try or do something unusual.
82. I am a good listener when people talk about personal problems.
83. If I don't make it the first time, I usually bounce back with energy and enthusiasm.
84. I need to know exactly what people expect of me.
85. I like to take things apart to see if I can fix them.
86. Don't get excited. We can think it out and plan the right move logically.
87. It would be hard to imagine my life without beauty around me.
88. People often seem to tell me their problems.
89. I can usually connect with people who get me in touch with a network of resources.
90. It's very satisfying to do a task carefully and completely.

Scoring Your Answers

To score, circle the numbers that you circled on the Personality Mosaic.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

SELF-CONCEPT

Self-Awareness Activity #16 Handout 16A

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Count the number of circles in each column and write the totals in the spaces below:

R _____ I _____ A _____ S _____ E _____ C _____

List the letters R, I, A, S, E, and C, according to your scores, from highest to lowest:

1st _____

4th _____

2nd _____

5th _____

3rd _____

6th _____

Interpreting the Personality Mosaic

The inventory you have just taken is based on the six personality orientations identified by John Holland. As you can see from your score, you are not just one personality type - that is, you are not a person with fifteen circles in one area and no circles in any of the others. In most people, one or two characteristics are dominant, two or three are of medium intensity, and one or two may be of low intensity. A few people score high in each category because they have many interests. Others, who don't have many strong interests, score rather low in all areas.

Here is an overview of the six personality types, followed by a discussion of each orientation and its relationship to the others. Try to find yourself in the following descriptions:

- Realistic Personality

Hands-on people who enjoy exploring things, fixing things, making things with their hands.

Express themselves and achieve primarily through their bodies rather than through words, thoughts, feelings.

Usually independent, practical-minded, strong, well-coordinated, aggressive, conservative.

Like the challenge of physical risk, being outdoors, using tools and machinery.

Prefer concrete rather than abstract problems.

Solve problems by doing something physical.

- Investigative Personality

Persons who "live" very much in their minds.

Unconventional and independent thinkers, intellectually curious, very insightful, logical, and persistent.

Express themselves and achieve primarily through their minds rather than through association with people or involvement with things.

Like to explore ideas through reading, discussing.

Enjoy complex and abstract mental challenges.

Solve problems by thinking and analyzing.

- Artistic Personality

Persons who are creative, sensitive, aesthetic, introspective, intuitive, visionary.

See new possibilities and want to express them in creative ways.

Particularly attuned to perception of color, form, sound, feeling.

Prefer to work alone and independently rather than with others.

Enjoy beauty, variety, the unusual in sight, sound, word, texture, people.

Need fairly unstructured environment to provide opportunities for creative expression.

Solve problems by creating something new.

- Social Personality

People persons who "live" primarily in their feelings.

Sensitive to others, genuine, humanistic, supportive, responsible, tactful, perceptive.

Focus on people and their concerns rather than on things or deep intellectual activity.

Enjoy closeness with others, sharing feelings, being in groups, unstructured settings that allow for flexibility and humaneness.

Solve problems primarily by feeling and intuition, by helping.

- Enterprising Personality

Project persons who are thoroughly absorbed in their involvements.

Energetic, enthusiastic, confident, dominant, political, verbal, assertive, quick decision-makers.

Leaders who are talented at organizing, persuading, managing.

Achieve primarily by using these skills in dealing with people and projects.

Enjoy money, power, and status, being in charge.

Solve problems by risking.

- Conventional Personality

Persons who "live" primarily in their orderliness.

Quiet, careful, accurate, responsible, practical, persevering, well-organized, and task-oriented.

Have strong need to feel secure and certain, to get things finished, to attend to every detail.

Prefer to identify with someone of power and status rather than be in such a position themselves.

Solve problems by appealing to and following rules.

REALISTIC PERSONALITY

Realistic individuals are capable and confident when using their bodies to relate to the physical world. They focus on things, learn through their hands, and have little need for conversation. Because of their facility with physical objects, they are often good in emergencies. Their ability to deal with the physical world often makes them very independent. Since these characteristics describe the stereotypical male, many women shrink from displaying any capability in this area, and often women are discouraged from doing so. Realistic people sometimes get so absorbed in putting things right that they can forget about everything else.

INVESTIGATIVE PERSONALITY

The investigative type deals with the "real world" of things, but at a distance. These individuals prefer to read, study, and use books, charts, and other data instead of getting their hands into things. When involved with people, they tend to focus on ideas. Wherever they are, they will collect information and analyze the situation before making a decision. If they enjoy the outdoors, it's because they are curious, not because they enjoy rugged, heavy, physical work. Their curiosity sometimes leads them to explore their ideas to the exclusion of all else.

ARTISTIC PERSONALITY

The artistic type is creative, but not necessarily with paint and canvas. These individuals express creativity not only with material objects, but with data and systems as well. The weaver designs and makes fabric; the poet creates with words; the choreographer arranges dancers in flowing patterns. The industrialist created new systems for the flow of goods; the program planner created better delivery of services in a variety of settings. Creative people see possibilities beyond the usual. They would rather create ideas than study them. They like variety and are not afraid to experiment, often disregarding rules. Their ideas don't always please others, but opposition doesn't discourage them for long. Artistic types focus on whatever strikes their creative fancies. Sensitivity to sight, sound, and touch will draw some of them to the fine arts, such as drama, music, and literature. Others will be content just to enjoy aesthetic experiences, while still others will create new ways of doing things - new systems. If they like the outdoors, it is from an aesthetic standpoint. They love its beauty and its power to inspire their creativity - but not its ability to make them perspire with heavy work. Their irrepressible spirits and enthusiasm can often keep them focused on a creative project to the exclusion of all else. Not producing up to standard (their own) can plunge them to the depths.

SOCIAL PERSONALITY

The social personality focuses on people and their concerns. Sensitive to people's moods and feelings, these individuals enjoy company and make friends easily. Their level of caring may range from one person to the entire human race. Their relationships with people depend on their ability to communicate both verbally and nonverbally, listening as well as speaking. Their empathy and ability to intuit emotional cues help them to solve people problems before others are even aware of them. They can pull people together and generate positive energy for a good cause. Since the social orientation seems to describe the "typical female," many men shrink from expressing or dealing with deep feelings. The social personality types sometimes focus on people concerns to the exclusion of all else. They sometimes appear "impractical," especially to the realistic types.

ENTERPRISING PERSONALITY

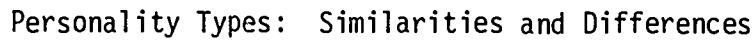
The enterprising personality person is a leader who initiates projects but often gets others to carry them out. Instead of doing research, they rely on intuition about what will work. They may strike an observer as restless and irresponsible since they often drop these projects after the job is underway. But many activities would never get off the ground without their energizing influence. They have a need to be part of the "in crowd." But since their relationships center around tasks, they may focus so dynamically on the project that people's concerns go unnoticed.

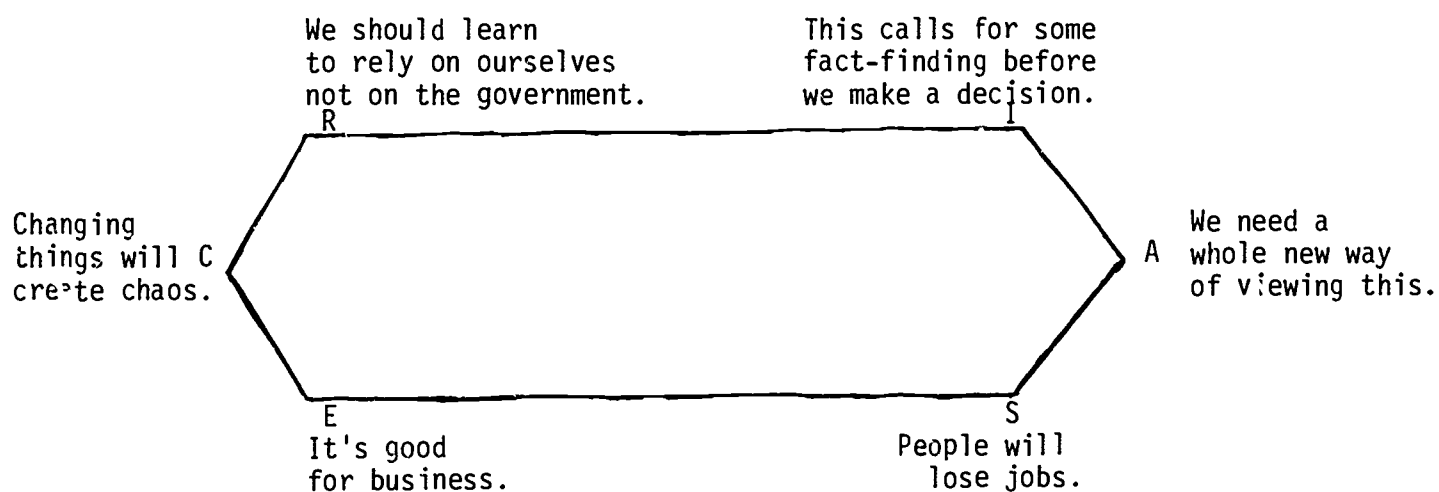
CONVENTIONAL PERSONALITY

The conventional person also is task oriented, but prefers to carry out tasks initiated by others. Since they are careful of detail, these individuals keep the world's records and transmit its messages. They obey rules and they value order in the data world. Their sense of responsibility keeps the world going as they focus on the task at hand to the exclusion of all else.

Source: Coming Alive From Nine to Five. Second Edition, 1984.
By Betty Neville Michelozzi. Mayfield Publishing Co.
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Self-Awareness Activity #16 Handout 16B





Personality Types: Typical Talk

SELF-CONCEPT
Self-Awareness Activity #17

Primary Goal: Happiness begins with positive thinking.

Title: Are You As Happy As You Could Be?

Purpose: Identify factors that contribute to happiness.
Implement changes in thinking that will contribute to personal happiness.

Materials: Handout: Activity 17A "Are You As Happy As You Could Be?" Handout 17B "Positive Thinking That leads to Happiness."

Activity: Handout 17A - Read and discuss "Are You As Happy As You Could Be?" Rank order the factors that contribute to your happiness.
Handout 17B - Read and discuss "Positive Thinking That Leads to Happiness." Implement the tips needed to improve your personal life. Set aside an evaluation period each night and plan how to regroup the next day to overcome failures. Reaffirm your goals each morning and consciously be aware of your actions throughout the day.

Time and Group Number: 30 minutes to 1 hour classtime, homework as needed or personal improvements, 10-20 participants.

ARE YOU AS HAPPY AS YOU COULD BE?

Why does one person have a zest for living while another who is in the same boat just drag along? Most mental health professionals know there is no one formula for happiness. People are just too different. However, there is surprising agreement on what factors contribute to happiness. Here are the top 10 things that happy people do to stay happy:

1. Love yourself.
2. Seek the loving life. When you focus attention on someone else, you feel better about yourself.
3. Join the workaday world. Being productive is central to satisfaction.
4. Enjoy the power of touch. When you touch others you are completing a circuit that sends off sparks of well-being.
5. Live one day at a time. Worrying about what was or fretting about what is to come is a sure way to ruin a perfectly good day.
6. Turn on the laughter. Laughing can soften the blow.
7. Move your muscles. Aside from its physical benefits, exercise is a tonic for the soul; it elevates self-confidence, dissipates anxiety.
8. Search for meaning. The zestful one has things to believe in, which is what makes life worthwhile.
9. Take time to waste. Use your leisure time for fun and relaxation.
10. Give to others. Altruism is wonderful medicine; it lets you forget your own troubles and makes you feel good about yourself.

WHAT MAKES YOU HAPPY?

Look over the list below. Which items are most important to your own happiness? Rank them from 1 to 12. It will help you clarify what makes you the happiest. Let 1 be the item that is most important to you, and 12 be the item that is least important.

- _____ Satisfying work life
- _____ Active social life, friendships
- _____ Loving relationship
- _____ Looking attractive
- _____ Good physical health
- _____ Good emotional health
- _____ Being successful
- _____ Good sex life
- _____ Nice home
- _____ Peace of mind
- _____ Personal growth
- _____ Leisure time activities

Source: Emotional Health by Myron Brenton and the Editors of Prevention Magazine, 1985.

POSITIVE THINKING THAT LEADS TO HAPPINESS

1. I will be as cheerful as possible.
2. I will try to feel and act a little more friendly toward other people.
3. I am going to be a little less critical and a little more tolerant of other people, their faults and mistakes.
4. Insofar as possible, I am going to act as if success were inevitable.
5. I will not let my own opinion color facts in a pessimistic or negative way.
6. I will practice smiling everyday.
7. Regardless of what happens, I will react calmly and intelligently as possible.
8. I will ignore and close my mind to pessimistic and negative "facts".

Source: Psycho-Cybernetics by Maxwell Maltz, M.D.

SELF-CONCEPT
Self-Awareness Activity #18

Primary Goal: Identify the persons in me.

Title: The Many 'ME's" I Am

Purpose: Become aware of myself and how others perceive me.

Materials: Handout

Activity: Read and discuss FOUR ME's as an awareness exercise that we are complex individuals who project many sides to our personalities. Read the "Many ME's I Am" and write a statement about each of those ME's within us. Share with other group members.

Time and Group Number: 30 minutes to 1 hour, 10-20 participants.

SELF-CONCEPT
Self-Awareness Activity #18 Handout

FOUR ME's

It chanced upon a winter's night
Safe sheltered from the weather.
The board was spread for only one,
Yet four people dined together.
There sat the person I meant to be,
In glory, spurred and booted.
And close beside him to the right,
The person I am reputed.
The person I think myself to be,
A seat was occupying.
Hard by the person I really am,
Who to hold her own was trying.
And all beneath one roof we met,
Yet none called her fellow sister.
No sign of recognition passed,
They knew not one another.

THE MANY 'ME's" I AM

The ME I think I am:

The ME I wish I were:

The ME I really am:

The ME I try to project:

The ME others perceive:

The ME I used to be:

The ME others try to make me:

SELF-CONCEPT
Self-Awareness Activity #19

Primary Goal: Enhance self-concept through an esteem building exercise.

Title: If the Shoe Fits...

Purpose: Develop an awareness that:

- Every person is a unique individual and is worthwhile.
- Positive aspects in life can be used as a basis for setting present and future goals.
- People make different choices and decisions in their lives.
- People adapt to new ideas through a willingness to overcome initial discomfort.

Materials: Handouts 19A & B
Cut pictures of shoes and feet from catalogs and magazines. Include tennis shoes, work boots or hiking boots, dress shoes, sandals, loafers or moccasins, nature shoes, and barefeet. Paste to notecards or a large poster board.

Activity: Ask each group participant to rate their favorite shoe. Then, share activity 19A handout with the group and encourage discussion about how shoes are like people. Share activity 19B handout as a summary.

Time and Group Number: 30 minutes for a group of 10-20 participants.

IF THE SHOE FITS...

Vote for your favorite shoe and find out what you are like as a person:

-Tennis Shoe: comfortable, practical person who gets things done--versatile-fits in most places--likes sports--usually has an active hobby--flexible and adaptable--helps out when needed--likes people--friendly.
-Work Boot or Hiking Boot: hard worker--can take getting dirty or meeting a challenge--ready to get going--sometimes impatient--doesn't like to sit around in meetings--will do the unpleasant job if it needs to be done--usually can do many things.
-Dress Shoe: can rise to special occasion and be a leader--will step out in front but knows when to be a follower--careful, good manager, dependable, gets the job done in a quiet manner--may speak out if disagrees.
-Sandal: carefree, friendly--may be late but makes up for it by being enthusiastic--likes nature--knows how to relax and when to relax--hurries up to get the job done in order to do other things--calls on tennis shoe or work boot for help--has a good time--open to new ideas.
-Loafer or Moccasin: cool, calm, comfortable--does the job and then pursues own interests--copes well in stressful situations--practical person--enjoys the opposite sex.
-Earth or Nature Shoe: a little different--creative, arty--doesn't always know what day it is--tries out new ideas--has special talents but may not relate to others at times--likes funky things--can really produce when motivated.
-Barefoot: nature person--enjoys physical aspects of life like eating and sleeping.

SELF-CONCEPT

Self-Awareness Activity #19 Handout 19B

- 1) Shoes come in all sizes, shapes, and colors. People also come in different sizes, shapes and colors. We need all types of people just like we need different kinds of shoes.
- 2) People choose different shoes as their favorite. We do not all select the same type of shoe because we are different. We are all unique individuals and should respect other people's choices and decisions.
- 3) Although most of us have a favorite shoe, we may need to try on a new shoe. New shoes may pinch or feel uncomfortable, but sometimes we need to be willing to try on a new shoe. This is also true of ideas. Sometimes we need to try out a new idea--even if it hurts a little.
- 4) We need to stand up for what we believe and step out in front. We need to know when to be a leader and when to be a follower. If we do not do what needs to be done, then we should not kick about what happens.
- 5) If the shoe fits, wear it.

Source: Workshop handout developed by Drs. Violet Moore and Delbert Hayden, Department of Economics and Family Living, Western Kentucky University.

SELF-CONCEPT
Self-Awareness Activity #20

Primary Goal: Enhance self-concept through esteem building exercise.

Title: Rate Your Attitude

Purpose: Become aware of your attitudes and how it relates to your personal happiness quotient and positive thinking.

Materials: Handout "Positive Profile Point Quiz"

Activity: Add and subtract on the positive profile point quiz to determine your level of positive thinking. Discuss ways to improve your attitude toward life.

Time and Group Number: 30 minutes with 10-20 participants.

POSITIVE PROFILE POINT QUIZ

Add and subtract points below to determine your "P.Q." or Positive Quotient.

- +5 points if you enjoy your life most of the time.
- +5 points if you make some time for yourself each day.
- +5 if you try to see the positive in negative events.
- 5 if you often say "if only," "but," or "can't."
- +5 if you are an active member of an organization or group.
- +5 if you enjoy change.
- 5 if you want things to stay the same.
- +5 if you are willing to take a risk.
- 5 if you often procrastinate and put off what needs to be done.
- +5 if you look for the best in others.
- +5 if you enjoy being alone with yourself.
- +5 if you like yourself most of the time.
- +5 if you are becoming more assertive about doing what you think is right.
- +5 if you have thought of some more alternatives for you in the future.
- 5 if you often remain silent about issues that are important to you.
- +5 if you are in good overall physical condition.
- +5 if you have several coping mechanisms for yourself.
- +5 if you share with others your talents and abilities.
- +5 if you have done something nice for someone else today.
- 5 if you emphasize the negative aspects of life and the future.

Your points _____.

- 75 points = you are positive plus and can cope with anything.
- 60-70 = you are positive most of the time and can handle life well.
- 45-55 = you are sometimes positive and may want to try to maximize the positive.
- 30-40 = once in awhile you are positive, but you may want to try to minimize the negative.
- 0-25 = you are seldom positive and may be "happier being unhappy"
--think about it!

SELF-CONCEPT
Self-Awareness Activity #21

Primary Goal: Your actions can be translated into strength values that become a part of your self-esteem.

Title: My Winning Strengths

Purpose: Become aware of your strength values. Discuss ways your strength values affect your self-esteem and your choices in life.

Materials: My Winning Strengths Checklist: Handout 21

Activity: Using the strengths checklist, check your strength words. Make a tally mark on the tally list for each time you checked a word for that given number. Using the strengths values list, convert your strengths into strength values. Identify ways your strength values affect your self-esteem and the choices you make in life.

Time and Group Number: 1 hour lesson with 10-20 participants.

Source: How Do I Love Me by Helen M. Johnson, 1986. Sheffield Publishing Co. Salem, WI 53168. Used with permission for one printing of curriculum only.

MY WINNING STRENGTHS

Step 1: Put a check beside each word or phrase that describes you, whether it is all the time or just part of the time. If you have difficulty seeing positive descriptions of yourself, imagine a close friend describing you.

Step 2: After checking your strength words, look at the number that goes with each word. Make a tally mark on the tally list for each time you checked a word for that given number.

Strength Word List

9 romantic	13 investing	9 serene	4 prudent
13 busy	8 strong-willed	7 organizer	8 confident
3 kind	16 motivated	14 tactful	16 tireless
9 artistic	3 understanding	10 committed	13 industrious
4 careful	11 disciplined	15 spontaneous	3 thoughtful
13 convincing	8 self-reliant	7 commanding	9 expressive
3 friendly	16 persistent	14 tolerant	4 settled
9 gentle	6 neat	10 goal-directed	13 persuasive
4 loyal	12 caring	15 progressive	3 affectionate
5 distinctive	2 thinker	5 sharp	9 graceful
11 perfectionist	1 clever	11 capable	4 reliable
8 self-determined	6 exact	8 certain	7 leader
16 tenacious	2 well-informed	5 looked up to	10 growing
5 dignified	1 creative	11 dedicated	14 eager
11 ambitious	6 orderly	8 courageous	15 active
8 individualistic	2 outgoing	16 consistent	13 influential
16 steadfast	2 searching	5 honorable	3 giving
5 poised	1 original	11 productive	9 appreciative
16 strong	7 fair-minded	8 determined	4 thrifty
14 considerate	5 respected	7 planner	14 unselfish
10 fulfilled	15 flexible	11 efficient	10 self-aware
15 likes new ideas	7 manager	14 cooperative	10 self-directed
15 open-minded	7 forceful	14 dependable	10 adjusted
1 talented	2 inquiring	12 comforting	6 predictable
1 witty	2 intelligent	12 sociable	6 practical
6 systematic	12 encouraging	2 curious	1 unique
12 trustworthy	1 imaginative	15 adaptable	6 precise
4 foresight	13 pursuing	3 forgiving	12 listener

Tally List:

1. _____	5. _____	9. _____	13. _____
2. _____	6. _____	10. _____	14. _____
3. _____	7. _____	11. _____	15. _____
4. _____	8. _____	12. _____	16. _____

Using those numbers, you can convert the strengths into strength values:

- 1 = creativity
- 2 = knowledge
- 3 = relating
- 4 = security
- 5 = prestige
- 6 = order
- 7 = leadership
- 8 = independence
- 9 = beauty
- 10 = self-realization
- 11 = achievement
- 12 = social service
- 13 = economic reward
- 14 = cooperation
- 15 = variety
- 16 = endurance

Write the five strength values that have the highest number of marks below.

Strength Values:

SELF-CONCEPT

Self-Communication Activity #1

Primary Goal: Communicating With Self to Achieve Goals

Title: I Am What I Think I Am

Purpose: To help participants create success through positive thought and "self-talk".

Materials: Student Assignment Sheets

Activities: Discuss the idea of self-talk and the effect of one's expectations upon his/her successes and failures. Lead participants in discussion of "Poor Little Sally" and "Admirable Ann". Have Examples 1 and 2 completed and let group members share their responses.

Time: Allow 45 minutes with five minutes each for completion of Example 1 and 2, and about 15 minutes for discussion of examples.

Number: Group size may vary.

POOR LITTLE SALLY

As a result of Poor Little Sally's expectations, she spends her life serving others while giving little consideration to herself. She often thinks about the motto which controlled her mother's life: "Blessed are those who expect nothing; they shall not be disappointed."

At Home

At home Poor Little Sally overcommits herself. She is always cooking and cleaning up after someone, running errands for family members, and babysitting. She never has a minute for herself.

At Work

Poor Little Sally makes and carries coffee to everyone in her office. During her lunch hour, she runs errands for her co-workers. She would never think of asking for a raise, because of her attitude that women wait for the action; they don't initiate anything.

In Social Situations

Poor Little Sally waits for "Mr. Right" to come along, marry her, and replace the half of herself which she feels is missing. However, she feels that she is not smart or pretty enough to attract a man.

ASSIGNMENT SHEET #1 - TALKING WITH ONESELF/SELF-FULFILLING PROPHECY

The idea of self-fulfilling prophecy is that you get in life whatever you expect to get. In other words, either success or failure brings about the expected outcome. Your emotional well-being, then, depends on the kinds of expectations you choose for yourself. For example, if you think in terms of success, you will act out your thoughts in a positive way and succeed. If you think in terms of failure, you will focus on your weaknesses and, sure enough, fail.

EXAMPLE 1 - POOR LITTLE SALLY

Sally expects to be "poor little me," who is always taken advantage of, and she frequently is taken advantage of by other people. Sally is not aware that she can change this pattern. Some of the things she tells herself contribute to keeping her in this undesirable position. Below are some examples of Sally's messages to herself.

- _____ It's generous and helpful to say yes and selfish to say no.
- _____ I am responsible for other people's feelings.
- _____ I am responsible for other people's opinions.
- _____ I'll cause a scene if I make someone mad.
- _____ I'll look stupid.
- _____ I'll sound ignorant.
- _____ I'll hurt someone's feelings.
- _____ People will think I am foolish.
- _____ People will think I'm terrible.
- _____ I can't do that.
- _____ People won't like me.
- _____ I won't get a job.
- _____ I'll lose my job.

Place an "X" before any of the ideas listed above which you have ever told yourself. What is the "reward" for "poor-little-me" behavior?

Discuss with your classmates and instructor the flaws in some of these messages to oneself. To see how Poor Little Sally's self-fulfilling prophecy is working, see the next page.

EXAMPLE 2 - ADMIRABLE ANN

Ann expects to be emotionally strong and effective and in control of her life. She will be just that by continuing to tell herself:

- _____ Why should I choose to feel upset instead of calm just now?
- _____ Why should I become miserable by letting other people control me through their opinions and beliefs?
- _____ The past is gone. I am going to be happy right now.
- _____ The future is not here. I am going to be happy right now.
- _____ Why should other people's time be more important than my own time?
- _____ Why should another person's opinion be more important than my opinion?
- _____ Is this the way I want to feel?
- _____ Requiring other people's approval places my self-esteem in someone else's control.
- _____ Denying my personal feelings will make me resentful and damage my relationships with others.
- _____ I cause my own unhappiness by allowing other persons' opinions, expectations, and judgements to affect me.
- _____ I can control my thoughts and make them satisfying thoughts.
- _____ I can control my emotions by controlling my thoughts.

Place an "X" before any of the ideas above which you will remember in times of stress.

Discuss with your classmates and instructor the effect that you think these ideas might have on your behavior. Be specific. To see how admirable Ann's self-fulfilling prophecy is working, see the next page.

ADMIRABLE ANN

As a result of Ann's expectations, she spends her life anticipating success, telling herself "I am a remarkable woman," and acting accordingly.

At Home

Admirable Ann has learned to establish her priorities and is no longer a "slave to the house." She concentrates on her relationships with people (inviting friends over, going places) instead of on her relationship to things (dusting the furniture, mopping the floor). "People are far more important than things," says Ann.

At Work

Admirable Ann, graduate of a vocational-technical course in machine-shop training, is the first woman machinist in her company's 30-year history. As a role model and trailblazer for other women, Ann has proved herself to be an excellent, responsible employee. She is capable of handling not only her work but also the remarks and other behavior of male co-workers. Her reward for proving herself a competent employee was a twenty-five-cent per hour raise which she had requested.

In Social Situations

Admirable Ann, although lonely at times, feels joyfully free to choose where, when, and with whom she spends time. Having complete control of her own money for the first time gives her a special sense of freedom and control of her life.

Worksheet Source:

Vo-Tech Workshop Guide
Displaced Homemakers
Women's Resource Center, Inc.
Norman, OK

SELF-CONCEPT
Self-Communication Activity #2

Primary Goal: Communicating with self to build confidence in verbalizing questions and openness.

Title: Silence Isn't Always Golden

Purpose: To emphasize that no question is "dumb" and no opinion lacks value.

Materials: Student Assignment Sheet - Talking With Oneself-
The Mind Is Its Own Place.
Instructor guide for assignment sheet 2.

Activities: Briefly discuss remaining silent as speaking out as introduction to assignment. Have participants read "Example - To Ask or to Remain Silent." Discuss "Questions Worth Asking."

Time and Group Number: 30 to 40 minutes for discussion; group size may vary.

TALKING WITH ONESELF/THE MIND IS ITS OWN PLACE

Contrary to what you might have heard, talking with yourself can be a very healthy thing to do. In fact, what you tell yourself can help determine whether you become victor or victim in your communications with yourself and with other people.

EXAMPLE - TO ASK OR TO REMAIN SILENT

You are in a vocational-technical education class and don't understand the teacher's explanation. You want to stop the teacher and ask for clarification, but your internal "victim" responses begin. "If I speak up," these responses say:

My classmates will think I am stupid.
The teacher might scold me.
Everybody will laugh at me.
"They" won't like me
The teacher will fail me.
I'll feel terrible.
I'll be embarrassed.
I'll fail this course and won't be able to get a job.

Questions worth asking:

1. What is the reward for remaining silent? _____

2. What is the "risk" of speaking out? _____

3. What is the worst thing that could possibly happen if I spoke out? _____

4. How likely is the "worst" to happen? _____

5. Could I handle the worst? _____

6. Am I making what I think to be someone else's opinion more important than my own in this situation? If so, why?

SELF-CONCEPT

Self-Communication Activity #2

Instructor's Guide

Assist students with completion of Assignment Sheet #2.
"Talking With Oneself/The Mind Is Its Own Place." Possible answers to the example, "To ask or to Remain Silent," are:

- What is the reward for remaining silent?
The security and safety of avoiding the risk of speaking out.
- What is the risk for speaking out?
Assuming the responsibility for understanding the information, which could lead to new skills, a changed life, etc. It would be less risky emotionally to remain silent, blame the teacher, blame the classmates, and fail the course.
- What is the worst thing that could possibly happen if I spoke out?
Probably disapproval from the teacher of the class. However, this disapproval can be readily turned aside when the student learns that other people's opinions can hurt us only when we allow the hurt. Making other persons' opinions more important than our own is a mental attitude which can be changed.
- How likely is the "worst" to happen?
The "worst" hardly ever happens. In this classroom example, several other students may be having the same difficulty and would appreciate having someone speak out. We tend to fantasize in the negative. Give personal examples of fantasizing negatively about the "worst" which never happened. Ask the students for personal examples.
- Could I handle the worst?
The answer is up to the student. You can help the student shed an irrational fear.
- Am I making what I think to be someone else's opinion more important than my own in this situation? If so, Why?
The answer is up to each student.

SELF-CONCEPT

Self-Communication Activity #3

Primary Goal: Overcoming feelings of fear related to life changes, the future and survival.

Title: Who's Afraid of the Big Bad Wolf?

Materials: Student Assignment Sheet - Dealing With Fear

Purpose: To help students identify and overcome hidden fears.

Activities: Emphasize to students that each of us have "big bad wolves" or fears in our lives that we must overcome. To overcome these fears, we must first identify them and the reasons for their existence. Assist students as they identify their fears/reasons in Part A of Activity Sheet. For Part B, divide group into pairs or small groups and facilitate sharing of answers to questions in Part B. Stress the importance of identifying the best solution for each fear.

Time and Group Number: Allow approximately 1½ hours for completion of activity with 30-40 minutes for Part A and the remaining time for Part B. Size of group may vary.

PART A

1. Of what specifically am I afraid? (Write out the answer. Writing will help you make that fear known and concrete. Then you can deal with the fear because it is no longer vague and general. A fear reduced to words on paper is not nearly as threatening as a vague fear roaming around inside you. Use the back of this page.)
2. How does this fear make me feel? _____

3. Am I really afraid of failure, or am I afraid of someone else's opinion if I fail? _____

 - a. If yes, whose opinion? _____
 - b. If yes, why should I allow someone else's opinion to be more important than my own opinion? _____

4. Am I allowing fear to keep me immobilized by telling myself, "I can't do a thing--I'm scared to death"? _____
5. Am I allowing fear to help me avoid the responsibility of taking some kind of action? _____

6. Am I allowing fear to help me avoid the risk of taking some kind of action? _____

7. What is the "reward" for my remaining fearful? _____

8. What is the cost of remaining fearful? _____

9. What are possible ways I can handle this fear? (List as many as you can. Record these answers without stopping to analyze them.) _____

PART B

Dialogue

Share the answers to the questions with a class partner (or in a small group). Sharing your fear can help you look more objectively at it. Also, your partner can probably add to your list of alternatives for handling your fear. Finally, your partner can interject some positive ideas to help you stop the snowballing effect of fear.

Finally, underline the best solution (see no. 9) for handling your fear. Then ask yourself:

1. What is the worst thing that could happen if I put this alternative into action? _____

2. How likely is the worst to happen? _____

3. Could I handle the worst? _____

4. What is the best thing that could happen if I put this alternative into action? _____

5. Could I handle the best? _____

6. Am I ready to put this alternative into action? _____

(Note: Use the procedure details above for handling each of your fears individually.)

SELF-CONCEPT

Self-Communication Activity #4

Primary Goal: To aid participants in developing a greater awareness of her/his feelings and emotional responses.

Title: What Are Your Feelings?

Purpose: To help participants identify their emotional responses and to become aware of how they share - or do not share - them.

Materials: Self-Communication Worksheet

Activities: Explain guidelines for completing handout. Stress that responses should not be thought of as good or bad - that circumstances can appropriately create a variety of responses.
Upon completion of handout, encourage discussion of participants' experiences.

Time and Group Number: Allow about 15 minutes for completion of handout and 30-40 for discussion.
Group numbers may vary.

SELF-CONCEPT

Self-Communication Activity #4 Handout

Listed below are feelings (emotions) that most people have in different situations. The purpose of this exercise is to help you identify your feelings and become more aware about how you do or do not share them.

For each feeling, draw two X-s and two lines. Let a dotted line represent how often you are aware of experiencing the feeling and a solid line represent how often you disclose the feeling to others.

There may be some variation between awareness and disclosure. For example, I may be frequently aware of feeling confident, but rarely discuss it, as shown below:

	Never	Rarely	Sometimes	Frequently
Confident	-----X(awareness)			
	_____X(disclosure)			

Whatever you experience, we hope you'll be honest with yourself and accept your feelings as your own. We find it more useful to think of feelings in terms of what is, rather than what should or shouldn't be, what's good or bad.

FEELINGS	Never	Rarely	Some- times	Fre- quently	FEELINGS	Never	Rarely	Some- times	Fre- quently
loving					sad				
weary					excited				
calm					sympathetic				
angry					fearful				
elated					bored				
jealous					proud				
disappointed					depressed				
grateful					satisfied				
embarrassed					shy				
cautious					lonely				
daring					tender				
confused					solemn				
uneasy					leased				
sexy					guilty				
frustrated					appreciative				
surprised					happy				
stubborn					contented				

Source: "An Emotional Inventory," Agape, January 1976, pp. 28-29.

SELF-CONCEPT

Self-Communication Activity #5

Primary Goal: To help participants maintain a balanced emotional outlook as they cope with their life situations.

Title: The Balancing Act (Cognitive Therapy)

Purpose: To help participants understand the need for controlling their emotional responses through emotional thinking and self-talk and to develop techniques for overcoming irrational thinking.

Materials: Activity #5 Handout

Activities: Use handouts "The Balancing Act", and "Cognitive Therapy: A Brief Explanation of Theory" to introduce students to the concept of using rational thinking to control one's feelings and emotional responses. Provide plenty of time for explanation and elicit confirming examples from the group. Explain, step-by-step, contents of handout utilizing "An Example of How It Might Be Applied" to actively involve participants.

Time and Group Number: Approximately 1½ hours; size of group may vary.

The Balancing Act

Introduction

Statistical evidence and common sense point to the reality that single parents and homemakers face a disproportionate amount of stress in dealing with their life tasks. The responsibilities of supporting a family, running the household and rearing children are taxing even for two parents. When these duties must be assumed by a single parent the burden can be staggering. Despite the challenges of single parenting many women (and men) manage to do the job well. One of the factors that affects the single parent's coping ability is her/his feeling of self-esteem. If a person can see herself/himself as a competent, and worthy human being with options and possibilities she/he will be able to face the responsibilities of life with more emotional tranquility. Our goal today is to acquaint single parents with psychological techniques that may help them maintain a balanced, emotional outlook as they cope with the decisions and responsibilities peculiar to their life situation.

One cannot always change the circumstances of life but one does have some control over the way she/he reacts to life situations. She/he does have the power to monitor internal conversation and try to talk to her/himself as rationally as possible about life's dilemmas. Self talk is a constant in human life; one spends more time talking to oneself than to anyone else. Almost without interruption the individual carries on a private dialogue in her/his own brain about what is happening in life. The more rational is the self talk the more inner peace one will experience. Unfortunately much of the self talk which is programmed into the mind is irrational. This leads to a state whereby the individual's rational system may be overpowered by her or his emotional system. Instead of experiencing a balance between rationality and emotionality, one's emotional functioning may be so intense as to interfere with his or her rational functioning. The illustrations below distinguish between balanced and unbalanced psychological functioning:

Rationality	Emotionality
-------------	--------------

Rational and emotional functioning are balanced.

Rationality	Emotionality
-------------	--------------

Rationality is overwhelmed by emotionality.
Individual is ruled by emotions rather than
the intellect.

This presentation will acquaint you with a psychological strategy that may help you maintain a balanced outlook as you cope with your life tasks as a single mother and/or homemaker. The approach to be presented is called Cognitive Therapy.

COGNITIVE THERAPY: A BRIEF EXPLANATION OF THEORY

Cognitive therapy is based on the idea that a feeling such as anxiety or depression does not simply "exist" but that feelings are caused by the way one thinks about what happens to him or her. An individual often believes his or her feelings are caused by situations or life events. Cognitive therapy refutes this common belief by emphasizing that events or situations do not cause feelings, but rather the thoughts or interpretations of those events are the true cause of any resulting feelings. The basic principles can be summarized as follows:

- A. Some life event or situation impinges upon the individual.
- B. She/he interprets this event by engaging in some form of self-talk or internal dialogue. This conversation is usually filled with illogical sentences.
- C. A certain feeling or mood is experienced by the individual. It is important to note that this feeling is created by one's thoughts or perceptions and not by the actual event. All experiences are processed through the brain before one experiences any emotional reaction.

Negative emotions such as depression, excessive unhappiness and low self-esteem result when a person repeats illogical sentences or cognitive distortions to him/herself in the face of certain life events. Ten cognitive distortions which underly most negative emotions are given below.

Cognitive Distortions

- A. ALL-OR-NOTHING THINKING: You see things in black-and-white categories. You see life as either 0 or 10. Life is either perfect or it is not worth living. You can't accept the reality that most of life is lived somewhere between 0 and 10.
- B. OVERGENERALIZATION: You see a single negative event as a never ending pattern of defeat.
- C. MENTAL FILTER: You pick out a single negative detail and dwell on it exclusively so that your vision of all reality becomes darkened. Like a child on Christmas morning holding a great number of beautiful toys yet crying inconsolably all day because she/he can only think about the one toy he/she didn't get.

- D. DISQUALIFYING THE POSITIVE: You reject positive experiences by insisting they "don't count" for some reason or other. In this way you can maintain a negative belief that is contradicted by your everyday experiences. You refuse to accept compliments.
- E. JUMPING TO CONCLUSIONS: You make a negative interpretation even though there are no definite facts that convincingly support your conclusion.
 - 1. Mind Reading. You arbitrarily conclude that someone is reacting negatively to you, and you don't bother to check this out.
 - 2. The Fortune Teller Error. You anticipate that things will turn out badly, and you feel convinced that your prediction is an already established fact.
- F. MAGNIFICATION (CATASTROPHIZING) OR MINIMIZATION: You exaggerate the importance of things (such as your goof-up or someone else's achievement), or you inappropriately shrink things until they appear tiny (your own desirable qualities or other fellow's imperfections). This is also called the "binocular trick."
- G. EMOTIONAL REASONING: You assume that your negative emotions necessarily reflect the way things really are: "I feel it, therefore it must be true."
- H. SHOULD STATEMENTS: You use many statements containing words like "should," "Shouldn't," "must," "ought," "have to." When these "absolutes" are used against self the emotional consequence is guilt. When you direct should statements toward others, you feel anger, frustration and resentment.
- I. LABELING AND MISLABELING: This is an extreme form of overgeneralization. Instead of describing your error, you attach a negative label to yourself: "I'm a loser." When someone else's behavior rubs you the wrong way, you attach a negative label to him: "He's a no good louse." Mislabeling involves describing an event with language that is highly colored and emotionally loaded.
- J. PERSONALIZATION: You see yourself as the cause of some negative external event which in fact you were not primarily responsible for. If something goes wrong, you blame yourself.

COGNITIVE THERAPY: AN EXAMPLE OF HOW IT MIGHT BE APPLIED

The following cognitive exercise or rational self analysis illustrates how one might apply the technique of rational self talk in a specific situation. This process involves tracking one's thoughts and feelings about a given life event.

- A. Situation. A young working single mother has just called a counselor and made an appointment to talk about enrolling in some course work to improve her skills or continue her education. She is having a "panic attack" about the coming interview.
- B. Emotion(s). Specify and rate on an imaginary scale from 1-100%.
 1. anxiety 80%
 2. fear 70%
 3. depression 75%
- C. Automatic Thought(s). Irrational sentences containing cognitive distortions.
 1. Now I've done it. I stuck my neck out to make this appointment and it will probably turn out to be a disaster.
 2. This is a waste of time, it will never work out. There are too many problems such as lack of money, babysitters, trying to go to school and work at the same time...
 3. The counselor will find out what a loser I am for getting pregnant and quitting school at 15.
 4. The counselor will not approve of me when she finds out I have been working as a cocktail waitress in a men's club.
 5. I should accept my life situation and stop trying to change things. If I do enroll in a class I must not fail. My father always said "You shouldn't start something if you aren't going to finish it." It will be terrible if I try this and fail.
- D. Cognitive Distortion(s). Cite the cognitive distortions involved in each of the preceding sentences.

1. catastrophizing
2. jumping to conclusions, fortune telling
3. labeling
4. mind reading
5. should statements and catastrophizing

E. Rational Responses(s). Written rational arguments rebutting the irrational and illogical automatic thought(s).

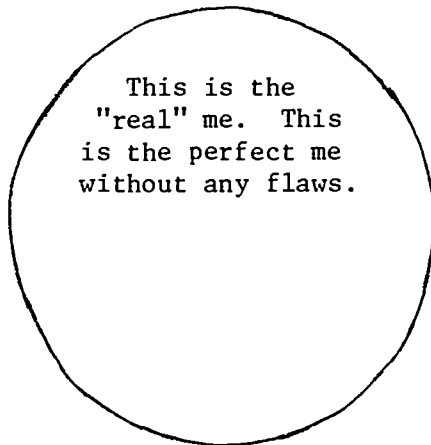
1. When I say to myself that this appointment will probably be a disaster this is simply catastrophizing and blowing things out of proportion. If the interview does not work out it won't be the end of the world.

If it doesn't go well that will be unfortunate, but not catastrophic. I would prefer for the meeting to be wonderful and perfect in every way, but if it isn't, I will survive. I may be a bit uncomfortable if I mess up in the interview but after a while I'll bounce back. I always have -- this is not life threatening.

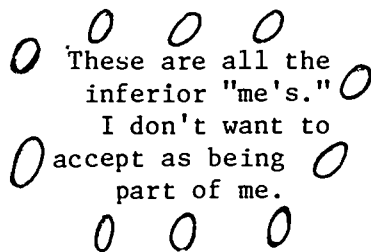
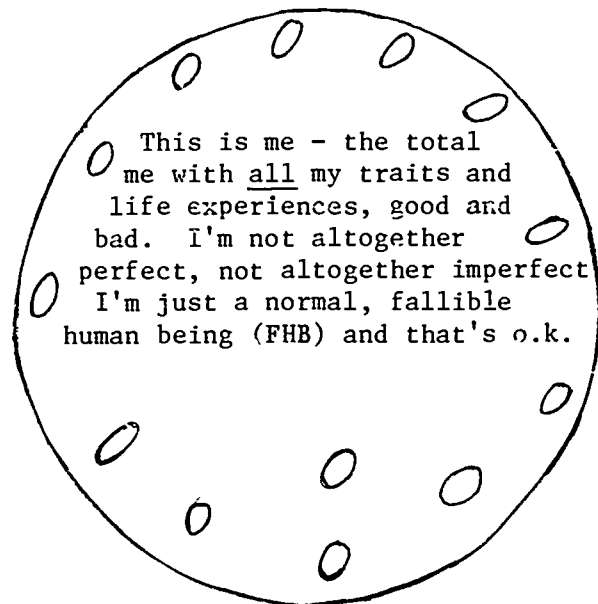
2. To say things will never work out for me if I try to take a class is jumping to conclusions. I know I have problems such as tuition, babysitters and working to deal with, but to say that these matters cannot be handled is fortune telling. I do not know at this time what the future holds. Maybe I'll be able to cope with these problems and maybe I won't. I'm just beginning to try to understand what possibilities there are for me and it seems premature to conclude already that I can't cope. I'll think of myself as a student who is just beginning to study a new subject. After time goes by I will know whether or not I can cope. For now I'll just try to get information. I'll take one step at a time.
3. When I call myself a loser, I'm using the cognitive distortion of labeling. I'm not a loser, I'm a person who became pregnant and quit school at 15. My becoming pregnant and quitting school are only parts of my total life experience. I am much more than any one of my individual characteristics or experiences. When I apply the label "loser" to myself I'm blowing everything out of proportion. I'm assigning to my very being a characteristic or experience that describes only one aspect of my humanity. The total me - the essence of me - consists of many traits, qualities and experiences of which "quitting school" and "being pregnant at 15" are only a part. There is the "responsible me," "the kind me," "the generous me," "the laughing me," "the sexual me," "the philosophical me," "the friendly me," etc.

I will try to accept the total me - both the good parts and the bad parts. See illustration:

Unrealistic Way to view me.



Realistic Way to view me.



I will try to get the little circles inside the big circle. I'll try to own and accept all of me including my mistakes. Why should I disown the negative things in my life? I have grown from my problems. Indeed, I'm a more sensitive and insightful person as a result of my struggles.

4. Saying that the counselor will not approve of me when she finds out I have been a cocktail waitress in a men's club is mind reading. I really don't know what might go on in her mind. If she thinks well of me and likes me, that's fine. If she doesn't like me, that's still o.k. I would prefer to be loved and approved by her and everyone else, but it is not catastrophic if I'm not. It is unrealistic to believe that everyone will always like me. No person in the history of the world has been loved and approved of by everyone at all times for everything they did - and I'm not going to be the first human to achieve this lofty goal. Some people will like me and some people will not. I do not like everyone equally; I like some better than others. It will not be terrible and awful if the counselor does not approve of me; it will just be inconvenient, not life threatening.

5. To say that I should accept my fate and not try to take a class is a should statement. Should statements are inherently illogical. To say a thing "should" or "ought to be" one way or another does not make sense. If something should be a certain way, it would be that way; there would be no alternative. The fact is that I am restless in my life at this time and I have the desire and urge to try to better myself. Whether or not this urge should or shouldn't be in my heart is irrelevant - I do in fact have this desire and that's that.

To say that I must not fail if I begin this project is nonsense. Instead of using absolute words such as "should," "must," "ought," " " or "have to" a more appropriate kind of self talk would be as follows: "I would prefer to do well in this class; it would indeed be wonderful and marvelous to do well, but I don't have to. It would be nice if things turn out well for me but if they don't that won't be awful and terrible - just inconvenient. For me to say I want to do well is logical; to say I have to do well is illogical. I can't control the outcome of everything that happens in my life. I may succeed in this project and I may fail. Just because I want to succeed does not imply that I should, ought, must, or have to succeed. Even if I do fail in this project, this doesn't mean that I'm a failure at life. I won't be any less "worthy" as a human being if I try the class and then decide to discontinue. My worth is not bound up with my behavior - "I am worthwhile just because I exist."

Much unhappiness in life is caused from converting our wants into demands, i.e. "I want to be a certain way and therefore it must be that way." As we live our life we can never avoid potential unhappiness and personal mistakes. However, by giving ourselves permission to be imperfect and by repeating logical sentences to ourselves instead of irrational sentences, we can usually avoid being desperately unhappy.

- F. Outcome. List the same emotions that were given under the heading EMOTIONS (Item "B" above). Give the emotions a new rating (1-100%) showing how your emotions have changed because of this written cognitive exercise.

1. Anxiety 65%
2. Fear 50%
3. Depression 45%

By relisting your emotions along with any change in their level of intensity, you will notice that you have been able to reduce your level of upsetness. This is encouraging and will teach you that you indeed have some control over your own emotions. You are not a victim; you can change the way you feel.

The application of cognitive theory presented above was developed by Dr. Violet Moore and Dr. Delbert Hayden, WKU, from the model proposed by David D. Burns, M.D. in Feeling Good: The New Mood Therapy, New American Library, New York: 1980.

SELF-CONCEPT
Self-Communication Activity #6

Primary Goal: Becoming comfortable with self-disclosures to increase group cohesiveness through deeper levels of sharing.

Title: Unmasking Myself

Purpose: This exercise allows group members to share their experiences, feelings, and attitudes at a deeper level. Some risk is involved, so the exercise is not recommended until the group has established an initial sense of unity. The task involves passing around a mirror in which each person scrutinizes their image. At the group leader's suggestion, one person will stop the mirror and answer questions posed by group members.

Materials: Large hand mirror; list of questions.

Time and Group Number: Allow 1½ hours; shorter time if spread over 2 sessions. Recommend one session since group intensity may be lost between sessions.

Prepared by: Charlene Combs, Coordinator
Single Parent/Homemaker
Hazard, Ky, Community College

Unmasking Myself

After the class has become comfortable with each other (about the third week) and they have focused in on some of their positive qualities, the unmasking exercise can be done. The purpose of this exercise is to start fresh and see yourself as what you are and can be and not what others want you to be.

In the discussion preceding the activity, the group leader brings up the following topics and determines that there is some general consensus about meanings for:

- playing the role
- insecurities
- intimidation
- defense mechanisms
- self-worth
- living
- survival
- existence

Then the group leader starts the activity with a hand mirror that is passed around the room. A participant is selected. The group leader leads the exercise by asking the participant to take a minute to look in the mirror and concentrate on the face looking back. After the minute is up, ask the participant the following questions, allowing ample time for answers.

1. Tell me who or what did you see?
(Who is that?)
2. Do you like what you see?
3. What would you like to change?
(Not for others, but for yourself.)
4. What do you plan to do to cause this change?
5. Is the person you saw in the mirror the person who you expected to see 10-12-15 years ago? (When you were first married or as a teenager?)
6. Who or what is the most important thing in the world to you?
7. There are things about yourself that you obviously do not like. What has caused you to pick up or continue this trait or thing?
8. Who do you need to impress? Why?
9. If you were in a lake in a boat with your family, spouse, and children, and the boat capsized, who would you save first?
Correct answer: Yourself, because before you can save anyone, you have to save yourself. That is exactly what we are trying to do here - see ourselves as what we are and can be in order to save ourselves for our own sake and the sake of those we love.

Primary Goal: To help women become aware of negative inner messages they give themselves which rob them of a positive self-esteem.

Title: The High Cost of Low Self-Esteem

Purpose: To help women recognize the "negative tapes" they play in their mind which prevent the realization of their fullest potential.

Materials: Handout #10

Activity: Participants will read over the instances of critical tapes provided in Handout #9. Confirming examples can be elicited from the group, along with suggestions of more positive ways of coping. Appropriate role play situations will help participants develop their behavioral repertoire of coping strategies.

Time and Group Number: This activity may take several hours or two group meeting times; 15-20 participants.

Source: Adapted from "The High Costs of Low Self-Esteem" in Sanford, L.; and Donovan, M. Women and Self-Esteem. Penquin Books, 1934.

The High Cost of Low Self-Esteem

There are several ways that low self-esteem manifests itself in the thinking patterns and behavior of women. One aspect is the curtailed and repressive behavior that some women will exhibit because of subconscious negative tapes which constantly remind them of their lack of worth.

Use the examples below to explore whether or not this type of negative thinking has affected your behavior.

Example 1 - Black Clouding:

"Black Clouding" is taking a specific piece of criticism, insignificant mistake, or passing comment and blowing it up into a reflection of, or an attack on, our overall self-worth.

- Such as - becoming depressed when someone says you look tired
- putting self down for mistakes
 - feeling insulted (rather than annoyed) by rude clerks

Personal Example of "Black Clouding": _____

Example 2 - Critical Tapes:

Behavior: "Critical Taping" consists of powerful statements or visions that portray a negative image. Persons "conjure up" these messages and waste much time and energy re-running past embarrassments or put-downs, usually confirming the negative thinking.

- Such as - I'm so ugly I ought to hide.
- I'm so disorganized I'll never finish.
 - Those I love always leave.

Personal Example of "Critical Taping": _____

Example 3 - Comparison to Others:

Behavior: Constant comparisons to others to see who is in the better/worse position in terms of looks, money, jobs, etc.

Such as - If only I had her relationship - I'd be so happy.
If I had her money - I wouldn't worry.

Personal Example of Comparison to Others: _____

Example 4 - Expectations of Perfection:

Demanding perfection concerns measuring everything not by what you accomplished, but by what was left undone. There is a tendency for "all-or-nothing" thinking in that if something isn't done perfectly, then it is worthless. This robs the person of any sense of accomplishment and promotes self-hate. Perfectionism promotes "if...then thinking, that if we do something perfectly, everything will be all right.

Such as - I should have gotten 100 instead of 92 on that test.
- If I lose weight, then he will love me.

Personal Example of Expecting Perfection: _____

Example 5 - Expectations of Doom:

"Expecting Doom" turns common problems, nuisances, and ambiguous situations into impending tragedies. Persons expecting doom shift the focus from the situation itself to the inability to cope with the situation. For some persons, being rescued becomes part of the "expectation of doom" syndrome.

Such as - The boss asked to see me...I'm probably going to be fired.
I can't stand it..you've got to do something.

Personal Example of Expecting Doom: _____

Example 6 - Inability to Accept Compliments:

By embracing criticism and rejecting compliments, many persons try to achieve a backhand self-esteem based on false humility or martyrdom. Some persons think the acceptance of compliments leads to self-conceit. Low self-esteem manifests itself when the person must convince the compliment-giver that "once you get to know me, you won't think I'm so hot".

Such as - Oh, it's nothing, really...

Well, it really doesn't fit me.

Or ignoring - I really liked what you had to say...

And attending to - That's the most ridiculous thing I ever heard.

- Because deep down we think that compliment-givers are insincere and criticisms are truthful.

Personal Example of Inability to Accept Compliments: _____

Reminders for all Examples:

- 1) Thought stopping - Stop the old message and substitute cognitive antidote.
- 2) Check out early learning for message imprinting. Release yourself from the prison of early messages.
- 3) Forgive yourself for being less than perfect.
- 4) Learn to enjoy yourself. Congratulate yourself for small victories. Accept compliments graciously. Look for ways to cheer up others.

SELF-CONCEPT
Self-Management Competency Activity #1

Primary Goal: Decision-making requires skills that can be learned and practiced.

Title: Look Before You Leap
Decision-Making Rationale and Principles

Purpose: Become familiar with decision-making rationale and principles.

Materials: Handcut #1: Decision-Making Rationale and Principles

Activity: Using Handout #1 as a discussion guide, become familiar with the decision-making process. Discuss the decision-making strategies and become familiar with your primary decision-making "habits".
Implement changes in your decision-making strategies so that you will get more out of your actions in life.

Time and Group Number: 45 minutes to 1 hour, 10-20 participants.

DECISION-MAKING RATIONALE AND PRINCIPLES

DECISION-MAKING can be defined as a process in which a person selects from two or more possible choices. A decision does not exist unless there is more than one course of action, alternative or possibility to consider. If a choice exists, the process of deciding may be used. The process requires skills that can be learned, applied, and evaluated. In decision-making, a person needs to think about his/her personal values. Two individuals may face a similar decision, but each person is different and may place different values on outcomes.

LIMITATIONS IN DECISION-MAKING

1. Each decision is limited by what a person is capable of doing.
2. Decisions are limited by what a person is willing to do.
3. Decisions may be limited by the environment.
4. Lack of knowledge of personal values and lack of decision-making skills restrict or limit the decisions that can be made with satisfaction.

THREE MAJOR REQUIREMENTS OF SKILLFUL DECISION-MAKING ARE:

1. Examination and recognition of personal VALUES.
2. Knowledge and use of adequate, relevant INFORMATION.
3. Knowledge and use of an effective STRATEGY for converting this information into an action.

DECISION-MAKING PROCESS

1. What is your problem?
2. What are your choices?
3. Think about your choices:
 - * possible alternative actions
 - * possible outcomes or consequences of various actions
 - * probability of outcomes or relationship between action and outcomes
 - * desirability of outcomes
4. Make your choice.
5. Take responsibility for your decision.

DECISION-MAKING STRATEGIES

Determine your primary decision-making strategies:

WISH STRATEGY: Choice of the alternative that could lead to the most desirable result, regardless of risk.

ESCAPE STRATEGY: Choice of the alternative that is most likely to avoid the worst possible result. Involves little risk.

SAFE STRATEGY: Choice of the alternative that is most likely to bring success; has the highest probability.

COMBINATION STRATEGY: Choice of the alternative that has both high probability and high desirability.
Best strategy.

IMPULSIVE: Little thought, taking the first alternative, "don't look before you leap."

FATALISTIC: Letting the environment decide, leaving it up to fate.

COMPLIANT: Let someone else decide, following someone else's plans.

DELAYING: Taking a moratorium, postponing thought and action, cross that bridge later.

AGONIZING: Getting lost in all the data, overwhelmed with analyzing alternatives.

PLANNING: Use a procedure so that the end result is satisfying.
(decision-making process)

INTUITIVE: A mystical, preconscious choice, based on inner harmony. It feels right.

PARALYTIC: The decider accepts responsibility but is unable to approach it. "Can't face up to it." Decides but cannot carry through.

SELF-CONCEPT
Self-Management Competency Activity #2

Primary Goal: Decision-making requires skills that can be learned and practiced.

Title: Mary's Decisions

Purposes: Become familiar with the decision-making principles.
Practice decision-making principles by helping Mary solve her problems.

Activity: Read Mary's story on Handout #2. Using the decision-making process, work in groups of four persons and offer solutions to Mary's problems.

Materials: Mary's Choice Handout #2 and paper/pencils.

Time and Group Number: 30 to 45 minutes; mini-groups of 2 to 4 participants.

Mary's Decisions

Frequently, the most difficult aspect in decision-making is getting in touch with what the problem is. Read the following story about Mary, then work in groups of four persons and determine Mary's problem(s) and make a suitable choice(s).

- 1) What is Mary's problem(s)?
- 2) What are Mary's choices or alternatives?
- 3) What are the possible outcomes or consequences of each choice or alternative?
- 4) Make the choice(s) for Mary.
- 5) What is Mary's responsibility in the decision(s)?

* * * * *

Mary is a single parent/homemaker who is supporting herself and two sons. She is working in a full-time job as a secretary and is taking a bookkeeping course and a business English course at the community college. Mary hopes to get a better job after she learns bookkeeping; however, her immediate concern is making money. Lately, Mary has been losing control of her temper when she is with her sons. This doesn't happen often, but it happens often enough to scare her, as well as the boys. Several times she has found herself screaming remarks that she doesn't mean, and has on occasion hit her children hard enough to leave bad bruises. She feels guilty and is sorry afterwards.

Why does Mary lose her temper? Mary cannot cope with being a homemaker/wage earner/student. Her sons complain about the ill-planned meals, lack of clean clothes and the lack of attention she gives them. Her grades have dropped to a C. Her bills are piling up. Her ex-husband has been spending less time with the boys lately. Will you help Mary?

* * * * *

SELF-CONCEPT
Self-Management Competency Activity #3

Primary Goal: To help participants overcome the stigma associated with being single.

Title: Love, Motherhood, and Work

Purpose: Women will look at present or past relationships and work situations to determine the extent that their self-esteem is dependent upon spouse, lovers, children, or the work they do.

Materials: Handout

Activity: Participants will complete handout, separately, then work in dyads to share their perceptions. Facilitator will culminate activity with group sharing. Facilitator may wish to aid group in generating a list of self-acceptance rules that participants have formulated.

Time and Group Number: 1-1½ hours; 20-25 participants.

LOVE, PARENTHOOD, AND WORK

A. Pillars of Your Life

1. Draw a series of pillars which represent the important aspects of your life. Include persons, work, hobbies, things you do for recreation, etc. Be sure to include all important parts of "your" foundation.
2. Make some pillars larger than others to indicate the degree of importance this particular person or thing holds for you.

B. Assessing Your Foundation

For each pillar in the foundation, ask yourself:

1. What would my life be like without _____?
2. Without _____, am I less a person?
3. Do I have balance in variety of relationships, interests and activities that I can endure the loss in one area without being totally devastated?

C. Affirming your Foundation

Participants may wish to redesign their foundations in accordance with discussions from A & B. Questions appropriate to this section are:

1. Am I waiting for affirmation from the various persons or things in my life?
2. Do I justify my existence according to the various persons or things in my life?
3. Am I so fearful of loss of these persons/things in my life that I dread being alone?

Source: Adapted from Sanford, L.T.; Donovan, M.E. Women and Self-Esteem: Understanding and Improving the Way We Think and Feel About Ourselves, Penquin Books, 1985, pp. 328-352.

SELF-CONCEPT
Self-Management Activity #4

Primary Goal: To understand how sex bias affects communication,
and how persons can change their communication
patterns.

Title: What is Your Gender Communication Quotient (GCQ)?

Purpose: To help women and men understand who does most of the
talking in daily conversations and why these patterns
have become established.

Materials: Handout #4A - Gender Communications Quiz
Handout #4B - Points for Discussion on the GCQ

Activity: Have participants complete the Gender Communication Quiz
and score it. Post group scores and lead a general dis-
cussion using Handout 4A for reference.

Time and Group Number: 20-25 minutes with 10-15 participants.

Source: Adapted from J. Pearson's Gender and Communication, Brown
Publishers, Dubuque, Iowa, 1985.

GENDER COMMUNICATIONS QUIZ (GCQ)

How much do you know about how men and women communicate with one another? The 20 items in this questionnaire are based on research conducted in classrooms, private homes, businesses, offices, hospitals - the places where people commonly work and socialize. If you think a statement is generally an accurate description of female and male communication patterns, mark it true. If you think it's not an accurate description, mark it false.

	TRUE	FALSE
1. Men talk more than women.	_____	_____
2. Men are more likely to interrupt women than they are to interrupt other men.	_____	_____
3. There are approximately ten times as many sexual terms for males as for females in the English language.	_____	_____
4. During conversations, women spend more time gazing at their partner than men do.	_____	_____
5. Nonverbal messages carry more weight than verbal messages.	_____	_____
6. Female managers communicate with more emotional openness and drama than male managers.	_____	_____
7. Men not only control the content of conversations, they also work harder in keeping conversations going.	_____	_____
8. When people hear generic words such as "mankind" and "he", they respond inclusively, indicating that the terms apply to both sexes.	_____	_____
9. Women are more likely to touch others than men are.	_____	_____
10. In classroom communications, male students receive more reprimands and criticism than female students.	_____	_____
11. Women are more likely than men to disclose information on intimate personal concerns.	_____	_____
12. Female speakers are more animated in their conversational style than are male speakers.	_____	_____

SELF-CONCEPT

Self-Management Activity #4A

	TRUE	FALSE
13. Women use less personal space than men.	_____	_____
14. When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation.	_____	_____
15. In general, women speak in a more tentative style than do men.	_____	_____
16. Women are more likely to answer questions that are not addressed to them.	_____	_____
17. There is widespread sex segregation in schools, and it hinders effective classroom communication.	_____	_____
18. Female managers are seen by both male and female subordinates as better communicators than male managers.	_____	_____
19. In classroom communications, teachers are more likely to give verbal praise to females than to male students.	_____	_____
20. In general, men smile more often than women.	_____	_____

Answers to Gender Communications Quiz:

- | | |
|----------|-----------|
| 1. True | 11. True |
| 2. True | 12. True |
| 3. False | 13. True |
| 4. True | 14. True |
| 5. True | 15. True |
| 6. False | 16. False |
| 7. False | 17. True |
| 8. False | 18. True |
| 9. False | 19. False |
| 10. True | 20. False |

Scoring:

18 to 20 Correct: Professor Henry Higgins has nothing on you. You are very perceptive about human communications and subtle sex differences and similarities. For you, perhaps the most important question is: Do you act on what you know? Are you able to transform your knowledge into behavior that will enhance communications for those around you?

16 to 17 Correct: You're not ready to move into the professor's seat, but you can move to the head of the class. You know a good deal about communications and the gender gap. Continue to watch closely, read about the topic, trust in your instincts, and act on your knowledge.

13 to 15 Correct: Like most people, you've picked up some information about how people communicate - but you're missing a lot too. The next time you're in a social situation, step out of the communications flow and watch people closely. Listen to more than words. Watch who talks, how they speak, and how much. Observe those who don't talk at all; silence also carries a message. Look at people's facial expressions, their gestures, and how they move about in the space around them. As you know, nonverbal messages can tell you a lot about the conversational gender gap, about power, about who has it and who doesn't.

Fewer than 13 Correct: You've missed more than your fair share of these questions. You also may be missing important verbal and nonverbal cues about your own behavior and how to communicate effectively. Reread this quiz more carefully. Stop, look and listen when you're with a group of people. Analyze the flow of communication. Remember you may miss your personal and professional goal if you also miss key verbal and nonverbal cues about conversational power, politics, and the gender gap.

Points for Discussion on the Gender Communication Quiz (GCQ):

1. True: Research shows that in classrooms, offices, group and 2-persons conversations, men talk more than their fair share of the time.
2. True: When women-women and men-men talk, interruptions are even. When men-women talk, almost all interruptions are by males.
3. False: One research study identified 22 sexual terms that related to men, 220 that related to women. Most terms, denigrated or trivialized women as plants (clinging vine), animals (chick, cow) and foods (cookie, honey).
4. True: Women are more likely than men to gaze at their partner.
5. True: Women communicate more effectively on this nonverbal channel ... they are better than men in deciding nonverbal cues, more likely to reflect their feelings through facial expressions.
6. False: Research shows that both male and female managers score higher than the general population in communicating friendliness and approval to subordinates; women managers are no more dramatic than men; both sexes felt that managers should not display dramatic characteristics; male managers were more dominant in style.
7. False: Women exert more effort in maintaining communication.
8. False: People are literal in their thinking, and envision "man" when a generic term is used, even when the content implies men and women.
9. False: The opposite is true, Women throughout their lives are more likely to be touched by men.
10. True: From preschool through high school, males are more likely to be reprimanded for their behavior.
11. True: Most studies show that women are more likely to reveal personal information.
12. True: Female speakers display more animation - intensity of eye contact, gestures, facial expressions, body movement. Males are more dramatic in their verbal behavior - tell more anecdotes and jokes.

13. True: Women's space is more likely to be intruded on by males.
14. True: Both female and male speakers pay more attention to male than female speakers.
15. True: Women's speech is characterized by
 - Making statements that end in questions
(This is a good movie, isn't it?)
 - Using qualifiers
(I guess, maybe...)
 - Excessively polite speech
 - Use of "empty" adjectives (wonderful, lovely)
 - Use of "so" with adjective (so thoughtful)
16. False: Men manage to capture more than their fair share of talk time - interrupting women or answering questions not addressed to them.
17. True: Teachers and students often arrange themselves in segregated work and play areas.
18. True: Female managers are seen as giving more attention to subordinates, more open to new ideas, more supportive of office morale.
19. False: Although girls get better grades than boys, they receive less verbal praise.
20. False: In a research study of 150 men and 150 women, women returned smiles to men (93%) women (86%). Men returned smiles to women (67%) men (58%).

SELF-CONCEPT
Self-Management Activity #5

Primary Goal: To eliminate sex-role stereotypes by discussing the concept of androgony and helping students realize that to some extent, we all possess both feminine and masculine characteristics.

Title: Understanding the Concept of Androgony

Purpose: To help women and men understand that they have both feminine and masculine characteristics and that we can become more effective problem-solvers by increasing our ability to utilize traits which are situationally appropriate.

Materials: Handout #5A - Attitudes Regarding Male-Female Characteristics
Handout #5B - BEM Sex-Role Inventory

Activity: Have participants complete Handout 5A and discuss traits that are generally thought of as masculine or feminine. Have students complete and score Handout 5B. Determine the group median score, but caution members that the activity is aimed at increasing self-awareness, not individual scores. Discussion should focus on increased understanding, not comparison and collective results.

Source: Bem, Sandra L. BEM Sex-Role Inventory - the 1977 Annual Handbook for Group Facilitators, pp. 83-88. University Associates. Printed with permission for educational use.

SELF-CONCEPT

Self-Management Activity #5A

Attitudes Regarding Male-Female Characteristics

Indicate your attitudes by checking the proper column.

	More true of men	No difference (same)	More true of women
Higher general intelligence	_____	_____	_____
Greater mechanical ability	_____	_____	_____
Greater managerial ability	_____	_____	_____
Greater physical strength	_____	_____	_____
Greater spatial ability	_____	_____	_____
More emotionally stable	_____	_____	_____
Greater verbal ability	_____	_____	_____
More aggressive	_____	_____	_____
More self-confident	_____	_____	_____
More independent	_____	_____	_____
Thinks logically	_____	_____	_____
Thinks creatively	_____	_____	_____
More decisive	_____	_____	_____
More absenteeism due to illness	_____	_____	_____
Greater need for education	_____	_____	_____
Greater need for career planning	_____	_____	_____
More limitations in career choice	_____	_____	_____
Greater motivation to achieve	_____	_____	_____
Greater need for status	_____	_____	_____
Greater need for independence	_____	_____	_____
Responsibility for contraception	_____	_____	_____
Greater responsibility for child care	_____	_____	_____
Greater responsibility for aging parents	_____	_____	_____

BEM SEX ROLE INVENTORY (BSRI)
by Sandra Lipsitz Bem

In this inventory, you will be presented with sixty personality characteristics. You are to use those characteristics in order to describe yourself. That is, you are to indicate, on a scale from 1 to 7, how true of you these characteristics are. Please do not leave any characteristic unmarked.

EXAMPLE: _____ Sly

Mark a 1 if it is never or almost never true that you are sly.

Mark a 2 if it is usually not true that you are sly.

Mark a 3 if it is sometimes but infrequently true that you are sly.

Mark a 4 if it is occasionally true that you are sly.

Mark a 5 if it is often true that you are sly.

Mark a 6 if it is usually true that you are sly.

Mark a 7 if it is always or almost always true that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly", never or almost never true that you are "malicious", always or almost always true that you are "irresponsible", and often true that you are "carefree", you would rate these characteristics as follows:

- | | |
|--|--|
| <p>_____ 3 Sly</p> <p>_____ 1 Malicious</p> <p>_____ 1. Self-reliant</p> <p>_____ 2. Yielding</p> <p>_____ 3. Helpful</p> <p>_____ 4. Defends own beliefs</p> <p>_____ 5. Cheerful</p> <p>_____ 6. Moody</p> <p>_____ 7. Independent</p> <p>_____ 8. Shy</p> <p>_____ 9. Conscientious</p> <p>_____ 10. Athletic</p> <p>_____ 11. Affectionate</p> <p>_____ 12. Theatrical</p> | <p>_____ 7 Irresponsible</p> <p>_____ 5 Carefree</p> <p>_____ 31. Makes decisions easily</p> <p>_____ 32. Compassionate</p> <p>_____ 33. Sincere</p> <p>_____ 34. Self-sufficient</p> <p>_____ 35. Eager to soothe hurt feelings</p> <p>_____ 36. Conceited</p> <p>_____ 37. Dominant</p> <p>_____ 38. Soft-spoken</p> <p>_____ 39. Likable</p> <p>_____ 40. Masculine</p> <p>_____ 41. Warm</p> <p>_____ 42. Solemn</p> |
|--|--|

SELF-CONCEPT

Self-Management Activity #5B Handout

- | | |
|-------------------------------------|---------------------------------------|
| _____ 13. Assertive | _____ 43. Willing to take a stand |
| _____ 14. Flatterable | _____ 44. Tender |
| _____ 15. Happy | _____ 45. Friendly |
| _____ 16. Has strong personality | _____ 46. Aggressive |
| _____ 17. Loyal | _____ 47. Gullible |
| _____ 18. Unpredictable | _____ 48. Inefficient |
| _____ 19. Forceful | _____ 49. Acts as a leader |
| _____ 20. Feminine | _____ 50. Childlike |
| _____ 21. Reliable | _____ 51. Adaptable |
| _____ 22. Analytical | _____ 52. Individualistic |
| _____ 23. Sympathetic | _____ 53. Does not use harsh language |
| _____ 24. Jealous | _____ 54. Unsystematic |
| _____ 25. Has leadership abilities | _____ 55. Competitive |
| _____ 26. Sensitive to others needs | _____ 56. Loves children |
| _____ 27. Truthful | _____ 57. Tactful |
| _____ 28. Willing to take risks | _____ 58. Ambitious |
| _____ 29. Understanding | _____ 59. Conventional |
| _____ 30. Secretive | _____ 60. Gentle |

BSRI SCORING AND INTERPRETATION SHEET

The adjectives on the BSRI are arranged as follows:

1. The first adjective, and every third one thereafter, is masculine.
2. The second adjective, and every third one thereafter, is feminine.
3. The third adjective, and every third one thereafter, is neutral.

INSTRUCTIONS:

1. Sum the ratings you assigned to the masculine adjectives (1,4,7,10,etc.) and write that total here: _____. Divide by 20 to get an average rating for masculinity: _____.
2. Sum the ratings you assigned to the feminine adjectives (2,5,8,11,etc.) and write that total here: _____. Divide by 20 to get an average rating for femininity: _____.

INTERPRETATION:

3. Share your scores with others in your group to establish the median scores for each scale. (The median is that score above which 50 percent of the group members scored.)
4. Classify yourself according to the chart below by determining whether you are above or below your group's medians on masculinity and femininity.

		Masculinity Median Score: _____	
Femininity Median Score: _____	Below the Median	Below the Median	Above the Median
		Undifferentiated	Masculine
	Above the Median	Feminine	Androgynous

5. Study the items on the BSRI to explore how you see yourself with regard to your sex-role identity. You may wish to solicit feedback from other group members on whether they would rate you in the same ways.

SELF-CONCEPT
Self-Management Competency Activity #6

Primary Goal: Assertiveness can reduce stress by teaching you to stand up for your legitimate rights without violating the rights of others.

Title: "I'm OK and You Are OK"

Purpose: Identify the three basic styles of interpersonal behavior-aggressive type, passive type, assertive type.

Materials: Handout #6: Types of Interpersonal Behaviors

Activity: Using Handout #6 as a guide, discuss the three basic styles of interpersonal behavior. Identify the responsibility, intention, and belief of each style.

Time and Group Number: 15 minutes with 10-20 participants.

Types of Interpersonal Behavior

ASSERTIVE BEHAVIOR: Type of interpersonal behavior in which a person stands up for his or her legitimate rights in such a way that the rights of others are not violated. Assertive behavior is an honest, direct, and appropriate expression of one's feelings, beliefs, and opinions.

Responsibility

I am responsible for my behavior, feelings, convictions, etc. You are responsible for your behavior. I'm not responsible for how you feel. You're not responsible for how I feel. You may have joint responsibility for outcomes.

Intention

To maintain integrity and self-respect while respecting others.

Belief

Everyone has a right to feel and believe as he does. Win/Win -- I'm OK and you are OK.

NON-ASSERTIVE OR PASSIVE BEHAVIOR: Type of behavior that enables the person's rights to be violated by another person.

Responsibility

Others are responsible for how I behave. You're responsible for how I feel. I am probably to blame for poor results.

Intention

To appease; to follow a course set by others. To be safe.

Belief

Your feelings and beliefs are right. Lose/Win -- You're OK and I'm not OK.

AGGRESSIVE BEHAVIOR: Type of interpersonal behavior in which a person stands up for his/her own rights in such a way that the rights of others are violated. The purpose of the behavior is to humiliate, dominate, or put the other person down rather than simply to express one's own honest emotions or thoughts.

Responsibility

I am responsible to direct and shape your behavior. How you feel is not important, I can blame you for poor results.

Intention

To put down or control others. To win.

Belief

My feelings and beliefs are right. Win/Lose -- I'm OK and you're not OK.

SELF-CONCEPT
Self-Management Competency Activity #7

Primary Goal: Assertiveness skills can reduce relationship stress in your life.

Title: I'm Not Being Selfish

Purpose: Refute irrational beliefs concerning assertive behavior.

Materials: Handout #7: Irrational/Rational Beliefs

Activity: Use group interaction to refute irrational beliefs concerning assertive behavior.

Time and Group Number: 30 minutes with 10-20 participants.

IRRATIONAL/RATIONAL BELIEFS

Irrational belief #1: If I assert myself, others will get mad at me.

Rational belief: If I assert myself, the effects may be positive, neutral, or negative. Since assertion involves legitimate rights, I feel that the odds are in my favor to have some positive results.

Irrational belief #2: If I assert myself and people do become angry with me, I will be devastated, and it will be awful.

Rational belief: Even if others do become angry and unpleasant, I don't have to feel responsible for the other person's anger; it may be his problem.

Irrational belief #3: Although I prefer others to be straightforward with me, I'm afraid that if I am open with others and say "no," I will hurt them.

Rational belief: If I'm assertive, other people may or may not feel hurt. Most people are not more fragile than I am. If I prefer to be dealt with directly, quite likely others will too.

Irrational belief #4: If my assertion hurts others, I am responsible for their feelings.

Rational belief: Even if others do feel hurt by my assertive behavior, I can let them know I care for them while also being direct about what I need or want. Although at times others will be taken aback by my assertive behavior, most people are not so vulnerable and fragile that they will be shattered by it.

Irrational belief #5: It is wrong and selfish to turn down legitimate requests. Other people will think I'm terrible and won't like me.

Rational belief: Even legitimate requests can be refused assertively. It is acceptable to consider my own needs sometimes before those of others. I can't please all of the people all of the time.

Irrational belief #6: At all costs, I must avoid making statements and asking questions that might make me look ignorant or stupid.

Rational belief: It's all right to lack information or to make a mistake. It just shows I'm human.

Irrational belief #7: Assertive women are cold, castrating bitches. If I'm assertive I'll be so unpleasant that people won't like me.

Rational belief: Assertive women are direct and honest, and behave appropriately. They show a genuine concern for other's rights and feelings as well as their own. Their assertiveness enriches their relationships with others.

Primary Goal: Assessing Your Assertiveness

Title: My Rights, Your Rights

Purpose: Assess your interpersonal behavior style using the assertiveness inventory.

Materials: Handout #8 - Assertiveness Inventory

Activity: Use the assertiveness inventory, assess your interpersonal behavior style to determine if the majority of your behaviors are in the assertive style, aggressive style, or passive style.

Time and Group Number: 30 minutes with 10-20 participants.

ASSERTIVENESS INVENTORY

The following questions will be helpful in assessing your assertiveness. Be honest in your responses and draw a circle around the number that describes you best. Key: 0 means no or never; 1 means somewhat or sometimes; 2 means average; 3 means usually or a good deal; and 4 means practically always or entirely.

- | | | |
|-----------|-----|---|
| 0 1 2 3 4 | 1. | When you feel a person is being highly unfair to you, do you call it to his or her attention? |
| 0 1 2 3 4 | 2. | Do you find it difficult to make decisions? |
| 0 1 2 3 4 | 3. | Can you be openly critical of others' ideas, opinions, behaviors? |
| 0 1 2 3 4 | 4. | Do you speak out in protest when someone takes your place in a line? |
| 0 1 2 3 4 | 5. | Do you often avoid people or situations for fear of embarrassment? |
| 0 1 2 3 4 | 6. | Do you usually have confidence in your own judgement? |
| 0 1 2 3 4 | 7. | Do you insist that your spouse or roommate take on a fair share of the household chores? |
| 0 1 2 3 4 | 8. | Are you prone to "fly off the handle"? |
| 0 1 2 3 4 | 9. | When a salesman makes an effort to sell you something, do you find it hard to say "No" even though the merchandise is not really what you want? |
| 0 1 2 3 4 | 10. | When a latecomer is waited on before you are, do you call attention to the situation? |
| 0 1 2 3 4 | 11. | Are you reluctant to speak up in a discussion or debate? |
| 0 1 2 3 4 | 12. | If a person has borrowed money, etc., and is over-time in returning it, do you mention it? |
| 0 1 2 3 4 | 13. | Do you continue to pursue an argument after the other person has had enough? |
| 0 1 2 3 4 | 14. | Do you generally express what you feel? |
| 0 1 2 3 4 | 15. | Are you disturbed if someone watches you work? |
| 0 1 2 3 4 | 16. | If someone keeps kicking or bumping your chair in a movie or a lecture, do you ask the person to stop? |
| 0 1 2 3 4 | 17. | Do you find it difficult to keep eye contact when talking to another person? |
| 0 1 2 3 4 | 18. | In a good restaurant, when your meal is improperly prepared or served, do you ask the waiter/waitress to correct the situation? |
| 0 1 2 3 4 | 19. | When you discover merchandise is faulty, do you return it? |
| 0 1 2 3 4 | 20. | Do you show anger by name-calling or obscenities? |
| 0 1 2 3 4 | 21. | Do you try to be a wallflower or a piece of furniture in social situations? |

SELF-CONCEPT

Self-Management Competency Activity #8 Handout

Page 2

- 0 1 2 3 4 22. Do you insist that your landlord, mechanic, repairman, etc. make repairs, adjustments or replacements which are his responsibility?
- 0 1 2 3 4 23. Do you often step in and make decisions for others?
- 0 1 2 3 4 24. Are you able to openly express love and affection?
- 0 1 2 3 4 25. Are you able to ask your friends for small favors or help?
- 0 1 2 3 4 26. Do you think you always have the right answer?
- 0 1 2 3 4 27. When you differ with a person you respect, are you able to speak up?
- 0 1 2 3 4 28. Are you able to refuse a request made by a friend if you do not wish to do what the person is asking?
- 0 1 2 3 4 29. Do you have difficulty complimenting or praising others?
- 0 1 2 3 4 30. If you are disturbed by someone smoking near you, can you say so?
- 0 1 2 3 4 31. Do you shout or use bullying tactics to get other people to do as you wish?
- 0 1 2 3 4 32. Do you finish other people's sentences for them?
- 0 1 2 3 4 33. Do you get into physical fights with others?
- 0 1 2 3 4 34. At meals, do you control and dominate the conversation?
- 0 1 2 3 4 35. When you meet a stranger, are you the first to introduce yourself?
- 0 1 2 3 4 36. Do you compliment or praise others when they do something you like?
- 0 1 2 3 4 37. Do you say "I am sorry" a good deal of the time when you do not mean it?
- 0 1 2 3 4 38. Can you tell someone directly that you do not like what he/she is doing?
- 0 1 2 3 4 39. Do you usually try to avoid "bossy" people?
- 0 1 2 3 4 40. Do you usually keep your opinions to yourself?
- 0 1 2 3 4 41. When you receive a compliment do you tend to discount it in your mind?
- 0 1 2 3 4 42. If a person is criticizing you unjustly, can you defend yourself verbally rather than hitting the person or walking away angry or upset?
- 0 1 2 3 4 43. Can you tell things about yourself that you like in front of others?

ASSERTIVE BEHAVIOR: 1,3,6,7,10,12,14,16,18,19,22,24,25,27,28,30,35,36,38,42,43

AGGRESSIVE BEHAVIOR: 4,8,13,20,23,26,31,32,33,34

PASSIVE BEHAVIOR: 2,5,9,11,15,17,21,29,37,39,40,41

SELF-CONCEPT
Self-Management Activity #9

Primary Goal: Games people play to avoid asserting themselves.

Title: Games People Play

Purpose: Become familiar with games people play to avoid being assertive.
Determine assertive ways to get what one wants without playing games.

Materials: Activity 9 Handout, "Games People Play."

Activity: Small group activity. Assign each small group one of the games people play to avoid assertive behavior. Write a role-play situation to illustrate the "game". Role play before the large group and discuss situations in which participants have played the game. Determine assertive ways to get what one wants without playing games.

Time and Group Number: 1 hour with a group of 10-20 participants.
Small group activity will require 2 or more participants per group.

GAMES PEOPLE PLAY

MARTYR

In this game the player tries to evoke enough sympathy for her plight that someone will feel obligated to rescue her without her ever having to ask for help directly. Of course, she resents it when they can't read her mind and, therefore, don't get the message. An example is a wife who works herself to exhaustion hoping that her husband will notice the clean house and take her out to dinner in loving gratitude.

NO PREFERENCE

This game is played to avoid making choices. The player is afraid of choices because she/he irrationally fears making wrong ones or antagonizing others. An example is a husband asking his wife if she would like to go out and eat and she answers, "It doesn't matter to me dear, whatever you want." Then he decides that they will go out to eat and asks where she would like to go. "It doesn't matter to me dear, wherever you want to go."

WET BLANKET

The wet blanket is a passive resistor. She withdraws support for what others want, and she may even refuse to discuss the reasons for her withdrawal. Often she points out the flaws in other people's behavior without saying what she would like to see changed. She hopes that others will recognize her disapproval and plead with her to tell them how they might accommodate her. An example is the wife who goes out to eat where the husband wants to go but complains about everything, thus spoiling the evening.

SABOTEUR

Saboteur is a variation of wet blanket in which the resistance may become more active than passive. A saboteur may take specific action to insure the failure of someone else's plans. She may do this through procrastination, lateness, sloppiness, carelessness, neglect or forgetfulness. An example of this is a wife who agrees to fix dinner at home because that's what her husband wants; then she "accidentally" burns dinner.

SEDUCTRESS

In this game the player uses seductive behavior to obtain nonsexual favors or privileges without having to ask for them. She may compliment his lovemaking ability, put his battered ego back together, submit to his authority, etc. He, in return, is supposed to gratefully respond by granting her unexpressed wishes (if he can figure out what they are). An example of such is a wife who seduces her husband as soon as he gets home from work, hoping he will take her out to eat in loving gratitude.

SELF-CONCEPT
Self-Management Activity #10

Primary Goal: Verbal and nonverbal behavior in assertiveness training.

Title: Assertiveness With Style

Purpose: Develop assertive body language that is non-threatening.
Learn how to encounter blocking gambits from those who seek to ignore your assertive requests.

Materials: Activity #10 Handout, "Assertiveness With Style"

Activity: Break into groups of two persons. Assign each couple a gambit. Write a script illustrating the gambit. Role play before the large group and be aware of assertive body language rules. Discuss each technique used to overcome manipulation and identify situations that are suitable for using the technique.

Time and Group Number: 1 hour with a group of 20 participants.

ASSERTIVENESS WITH STYLE

Assertive Body Language

Practice with the mirror will be very important as you follow these five basic rules:

1. Maintain direct eye contact.
2. Maintain an erect body posture.
3. Speak clearly, audibly and firmly.
4. Don't whine or have an apologetic tone to your voice.
5. Make use of gestures and facial expression for emphasis.

Ways to Encounter Blocking Gambits

The final step to becoming an assertive person is learning how to avoid manipulation. Inevitably, you will encounter blocking gambits from those who seek to ignore your assertive requests. The following techniques are proven ways of overcoming the standard blocking gambits:

Broken Record: Calmly repeating your point without getting sidetracked by irrelevant issues (Yes, but... Yes, I know, but my point is... I agree, but... Yes, but I was saying... Right, but I'm still not interested.)

Assertive Agreement: Responding to criticism by admitting an error when you have made a mistake, but separating that mistake from you as a bad person. (Yes, I did forget our lunch date. I'm usually more responsible.)

Assertive Inquiry: Prompting criticism in order to gather additional information for your side of the argument. (I understand you don't like the way I acted at the meeting last night. What is it about it that bothered you? What is it about me that you feel is pushy? What is it about my speaking out that bothers you?)

Content-to-Process Shift: Shifting the focus of the discussion from the topic to an analysis of what is going on between the two of you. (We're getting off the point now. We've been derailed into talking about old issues. You appear angry at me.)

Clouding: Appearing to give ground without actually doing so. Agree with the person's argument, but don't agree to change. (You may be right, I probably could be more generous. Perhaps I shouldn't be so confrontive, but...)

Defusing: Ignoring the content of someone's anger, and putting off further discussion until he has calmed down. (I can see that you're very upset and angry right now, let's discuss it later this afternoon.)

Circuit Breaker: Responding to provocative criticism with one word, or very clipped statements. (Yes... no... perhaps.)

Assertive Irony: Responding to hostile criticism positively. (Answer "You're a real loudmouth" with "Thank you".)

Assertive Delay: Putting off a response to a challenging statement until you are clam, and able to deal with it appropriately. (Yes... very interesting point... I'll have to reserve judgement on that... I don't want to talk about that right now.)

It is helpful to prepare yourself against a number of typical blocking gambits that will be used to attack and derail your assertive requests. Some of the most troublesome blocking gambits include:

Laughing It Off: Your assertion is responded to with a joke. (Only three weeks late? I've got to work on being less punctual.) Use the Content to Process Shift (Humor is getting off the point.) And the Broken Record (Yes, but...).

Accusing Gambit: You are blamed for the problem. (You're always so late cooking dinner, I'm too tired to do the dishes afterward.) Use Clouding (That may be so, but you are still breaking your commitment.) Or simply disagree (8:00 is not too late for the dishes.)

The Beat-Up: Your assertion is responded to with a personal attack, such as, "Who are you to worry about being interrupted; you're the biggest loudmouth around here." The best strategies to use are Assertive Irony (Thank you) in conjunction with the Broken Record or Defusing (I can see you're angry right now, let's talk about it after the meeting).

Delaying Gambit: Your assertion is met with, "Not now, I'm too tired" or "Another time, maybe." Use the Broken Record or insist on setting a specific time when the problem can be discussed.

Why Gambit: Every assertive statement is blocked with a series of "why" questions, such as, "Why do you feel that way... I still don't know why you don't want to go... Why did you change your mind?" The best response is to use the Content-to-Process Shift. (Why isn't the point. The issue is that I'm not willing to go tonight.) Or the Broken Record.

Self Pity Gambit: Your assertion is met with tears and the covert message that you are being sadistic. Try to keep going through your script using Assertive Agreement. (I know this is causing you pain, but I need to get this resolved.)

Quibbling: The other person wants to debate with you about the legitimacy of what you feel, or the magnitude of the problem, etc. Use the Content-to-Process Shift. (We're quibbling now, and have gotten off the main concern.) With the assertion of your right to feel the way you do.

Threats: You are threatened with statements like, "If you keep harping at me like this, you're going to need another boyfriend." Use the Circuit Breaker (Perhaps) and Assertive Inquiry (What is it about my requests that bother you?) As well as Content-to-Process Shift (This seems to be a threat) or defusing.

Denial: You are told, "I didn't do that" or "You've really misinterpreted me." Assert what you have observed and experienced, and use Clouding. (It may seem that way to you, but I've observed...).

Primary Goal: Scripts for problem situations

Title: Scripts for Assertive Behavior

Purpose: Practice assertive behavior in common problem situations
(Homework assignment)

Materials: Activity #11 Handout, "Scripts for Assertive Behavior"

Activity: Homework Assignment #1
Write down how you would respond to the problem situations listed on the handout. Practice verbal and nonverbal assertive techniques in front of a mirror for each situation. Be aware of your reactions.

Homework Assignment #2
If you choose to become more assertive, practice being assertive in real life situations. Start by picking a safe situation and give it a try. Keep a journal of your situations and responses to your assertive behaviors. Be aware of your feelings about being aggressive.

Time and Group Number: Homework assignment.
(Optional) Discuss your experiences with the group or in a personal counseling session. Allow 1½ hours time if homework is discussed in groups.

SCRIPTS FOR ASSERTIVE BEHAVIOR

Write down how you would respond to the following problem situations:

1. You buy your favorite beverage in the market, and after you walk out you discover that the change is a dollar short.

I would _____

2. You order a steak rare and it arrives medium-well.

I would _____

3. You're giving a friend a lift to a meeting. The friend keeps puttering around for half an hour so that you will arrive late.

I would _____

4. You ask for \$5 worth of gas at a service station. The attendant fills up your tank and asks you for \$9.50.

I would _____

5. You are relaxing with the paper after a long day. Your spouse pops in, list in hand, and says, "I never thought you'd get here. Quick, pick these up from the store."

I would _____

6. While you wait for the clerk to finish with the customer ahead of you, another customer comes in and the clerk waits on him before you.

I would _____

Primary Goal: Successful goal setting and goal achievement are the result of planning, thinking, and doing. Goal setting involves skills. Goal setting is not accidental.

Title: Are You "Putting Out Fires" In Your Life?

Purpose: Learn successful goal setting and goal achievement principles.

Materials: Handout #12 "Successful Goal Setting and Goal Achievement"

Activity: Read and discuss the criteria for setting and achieving goals. Evaluate one of the goals you have set for yourself using the criteria listed on Handout #12 "Successful Goal Setting and Goal Achievement."

SUCCESSFUL GOAL SETTING AND GOAL ACHIEVEMENT

Goal-setting skills can be learned and applied to numerous situations. The following criteria are to be met as you set your goals in life:

1. The goal is achievable. You will have enough time to achieve the goal. You have the necessary skills, strengths, abilities or resources.
2. The goal is realistic and believable. You believe you can achieve the goal. Given knowledge of yourself, the goal is realistic. Your mental attitude is optimistic and positive.
3. The goal is specific and measurable. Your goal is stated in specific, concrete terms.
4. You want to reach the goal. You chose the goal yourself. It was not chosen for you by someone else. The goal was chosen not out of requirement or because you "should."
5. The goal is presented without an alternative. The goal has focus. Alternative goals may leave you unsettled and may divide your energy.
6. The goal is noninjurious to me and others.
7. You are motivated to achieve the goal.
8. The goal is worth setting because it fits into your personal value system of what is right for you.
9. The goal has a target date for completion.

NOTES:

Primary Goal: Goals are based on decisions. Reaching a goal requires a plan of action. Goal setting gives you something to look forward to and to work toward. Goals give you a sense of direction.

Title: Goal Setting Principles

Purpose: Apply goal-setting principle in your personal life.
Evaluate your goals for workability.

Materials: Handout #13 "Goal Setting Principles"

Activity: Using the goal setting principles, make a plan for achieving your career goal (personal goal). Evaluate your plan according to the checklist on Handout #13, "Goal Setting Principles."

GOAL-SETTING PRINCIPLES

Write Your Goal

Using the criteria from self-management Activity #12, write a goal based on a decision you have made in your life.

Plan For Your Goal

- 1) Describe your level of motivation for reaching your goal.
- 2) Obstacles are things that interfere with or stand in the way of progressing toward your goal. Determine possible obstacles or conflicts and list ways to resolve them.

Possible Obstacles

Ways to Resolve Them

Steps to Your Goal

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

Prioritize the Steps

How long would it take to accomplish each priority?

List major categories in the time order they would best follow:

GOAL PLAN EVALUATION

1. Is the goal clear? ☐ yes ☐ no
What is unclear?

2. Do the major categories lead to the goals? ☐ yes ☐ no
What must be added?

3. Do the steps seem workable? ☐ yes ☐ no
How can they be improved?

4. Are the steps realistic? ☐ yes ☐ no
How can they be improved?

5. Are obstacles dealt with? ☐ yes ☐ no
What obstacles should be considered?

6. Are all phases in time order? ☐ yes ☐ no
What should be changed?

7. Will the plan work?

4	3	2	1
Definitely	Probably	Maybe	No

8. How can the plan be improved?

Primary Goal: Time can be thought of as an endless series of decisions that gradually change the shape of your life.

Title: Today Is the First Day of the Rest of My Life

This is the beginning of a new day. I have been given this day to use as I WILL. I can waste it... or use it for good, but what I do today is important, because I am exchanging a day of my life for it. When tomorrow comes, this day will be gone forever, leaving in its place something that I have traded for it. I want it to be gain, and not loss; good and not evil; success, and not failure; in order that I shall not regret the price that I have paid for it. I will try just for today, for you never fail until you stop trying.

(Author Unknown)

Purpose: -Become familiar with the advantages of a written plan for managing time:

- 1) You know what must be done each day.
- 2) It gives you a feeling of mastery.
- 3) It eliminates repeating directions to others.
- 4) It removes stress caused by confusion and indecision.
- 5) It lessens the anxiety and fear that come from inability to meet situations as they arise.

-Make a list of your goals in living - the things you want to get out of life. They are the incentives to better planning.

-Analyze your uses for time for one week as a first step in prioritizing your time allotments needed to meet your goals.

Materials: Activity #14 Handout, "Suggested Form For Summary of Time-Use Record."

Activity: Analyze your time usage for one week using Handout #14. This time analysis will be used to prepare a work plan for time management. Put your list goals in writing. These goals should be taken into consideration in planning daily activities.

Time and Group Number: 15 minutes and homework assignment for 10-20 participants.

Self-Management Activity #14 Handout

[illegible]

SELF-CONCEPT

Self-Management Activity #15

Primary Goal: Time wasters means missed opportunities.

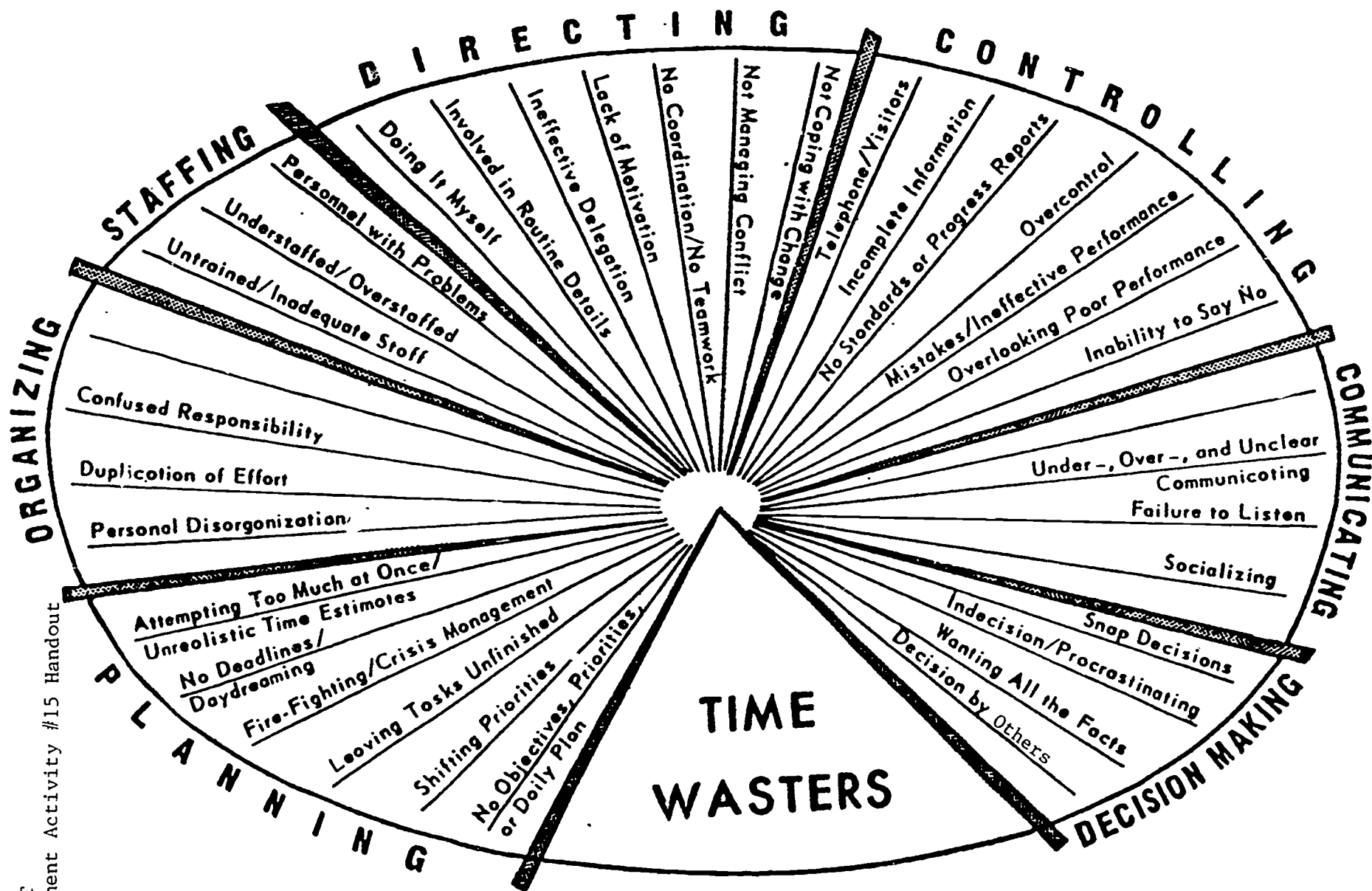
Title: Time Wasters, Time Savers

Purpose: Analyze time wasters in personal living and on the job.

Materials: Handout #15, "Time Wasters"

Activity: Small group assignment: Using the "time wasters" handout as a guide, make a list of common time wasters and discuss ways to overcome them. Discuss lists with the whole group.

Time and Group Number: 45 minutes to 1 hour with small groups of 3 or 4. Large group of 10-20 participants.



Source: The Time Trap. R. MacKensie. McGraw-Hill Paperbacks, 1972.

SELF-CONCEPT
Self-Management Activity #16

Primary Goal: Monthly, weekly, daily time plan.

Title: Time Plans For Facing the Month, the Week, and the Day

Purpose: Review your goals in life as a source for establishing priorities in time management.
Analyze your uses for time one week and prioritize using a 1, 2 or 3 rating.
Build monthly and weekly time plans.
Follow the weekly time plan and revise when necessary.

Materials: Homework assignment Handout #14. List of personal and career goals. Assignment Handouts 16A and 16B.

Activity: Make broad plans for each month for a year based on your personal and career goals.
Make a weekly work plan. Prioritize activities using a 1, 2, 3 rating. Delegate duties, especially the lesser duties, to family members.
Follow the daily-weekly time plan and revise when necessary.

Time and Group Number: 30 minutes in class and homework assignment.
Personal counseling may be necessary for support and modification of plans. Group number of 10-20 participants.

WEEKLY WORK PLAN
(List activities done every day.)

What Needs To Be Done?		Who Will Do It?
MON		
TUE		
WED		
THU		
FRI		
SAT		
SUN		

MONTH _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

SELF-CONCEPT
Self-Management Activity #17

Primary Goal: Rewards from time management.

Title: Climb the Stairway

Purpose: Discover the rewards from successful time management.

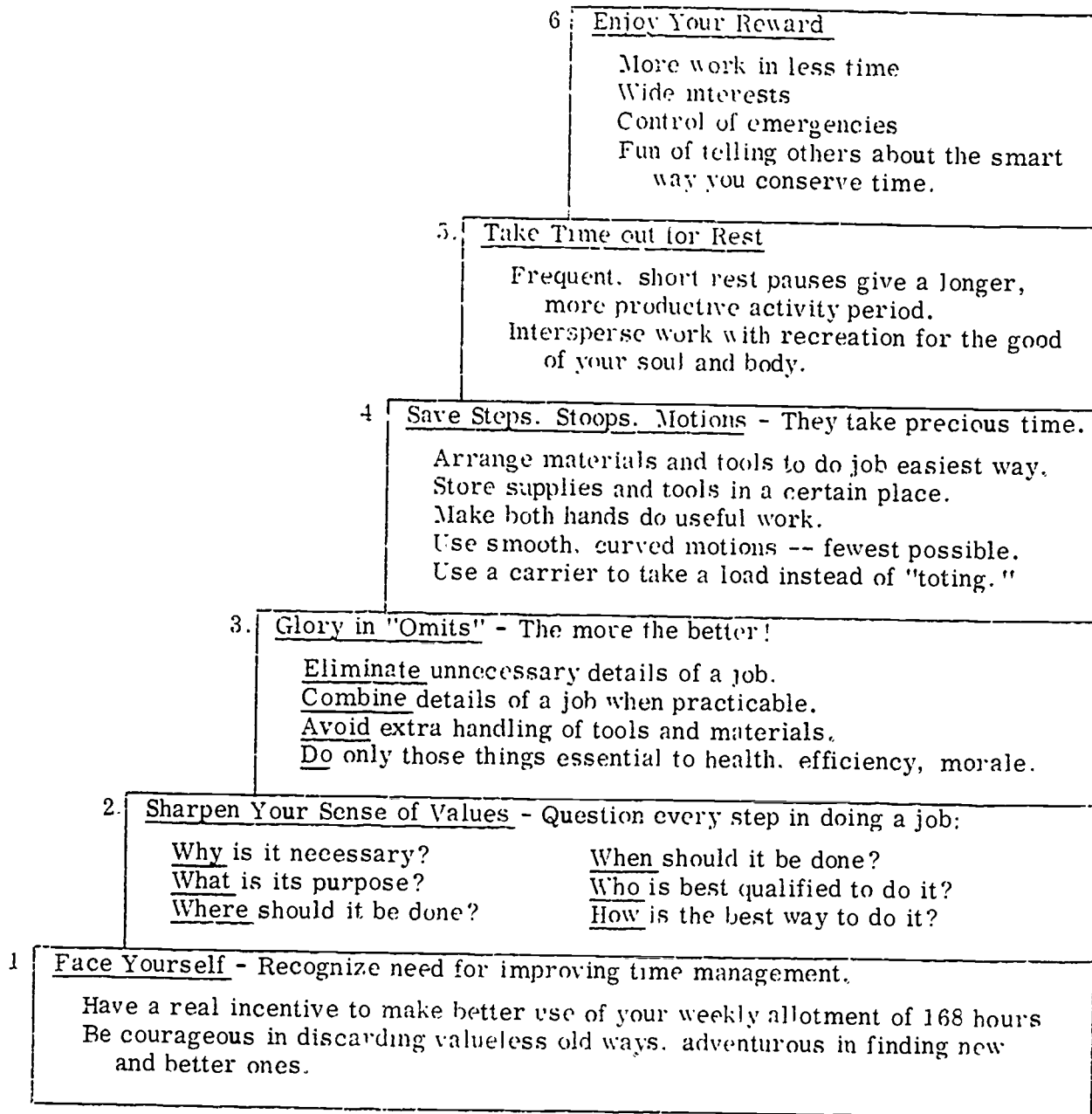
Materials: Handout #17, "Climb the Stairway"

Activity: Use Handout #17 "Climb the Stairway" as a resource, discuss the rewards of time management.

Time and Group Number: 30 minutes, 10-20 participants.

Now that a time plan has been made you may wish to check up on yourself. If so .

CLIMB THE STAIRWAY!



Source:

Agricultural and Home Economics Extension Service of the University of Kentucky, the United States Department of Agriculture cooperating. Charles F. Burnhart, Director issued in furtherance of the Acts of May 8 and June 30, 1914.

SELF-CONCEPT
Self-Management Activity #18

Primary Goal: To learn the necessary steps in setting up a budget.

Title: Setting Up a Personal Budget

Purpose: To help participants look at total net income, total expenditures, allocations of monies, and to determine more effective budgetary control procedures.

Materials: Handout #18 - Personal Budget Sheet

Activity: Have a general discussion with the group on beginning budgeting procedures, such as determining amount of income from all sources, and total number of expenditures. Have students complete Handout #18. Use results in personal counseling sessions as some students may not wish to discuss their personal income with the group.

Time and Group Number: 30-45 minutes; 15-20 participants.

Source: Adapted from Education Associates, 1986.

PERSONAL BUDGET SHEET

The following is a personal budget sheet for you to complete for your own pay period, whether it is weekly, bi-monthly, monthly, etc.

Instructions:

- a) Note your income for the pay period.
- b) Determine your expenses for the pay period. (Example: If your monthly rent is \$300 and your pay period is weekly, you would note \$75.00 in the space provided for rent payment.)
- c) Total your expenses for the pay period and subtract them from your income. This determines your non-budgeted income for the pay period.

I. Anticipated income per pay period:

Your income \$ _____

Spouse's income _____

TOTAL net income per pay period \$ _____

II. Anticipated expenses per pay period:

Rent/house payment \$ _____

Utilities:

Water & Sewage _____

Electricity _____

Gas _____

Telephone _____

Auto. payment _____

Auto. expenses _____

(gas, oil, etc.) _____

Groceries _____

Furniture payment _____

Church/contributions _____

Credit card pymts. _____

Insurance _____

Savings _____

Clothing _____

Miscellaneous _____

(doctor bills, auto

repair, entertain-

ment, emergencies) _____

Other _____

TOTAL expenses per pay period \$ _____

III. Amount left over at end of pay period:

Total net income \$ _____

Total expenses —\$ _____

TOTAL non-budgeted income re-
maining at end of pay period \$ _____

Budget Planning Helps:

Ways I can think of to increase my income: _____

Ways I can think of to reduce my expenses: _____

How I plan to use any non-budgeted income: _____

SELF-CONCEPT

Self-Management Activity #19

Primary Goal: Providing a means for a general health assessment; determining steps to take to improve and maintain good health.

Title: Checking Out My Health

Purpose: To help participants evaluate their health status; to provide a means of looking at health-threatening habits.

Materials: Handout #9

Activity: Participants should discuss health habits and determine their level of commitment to a healthy lifestyle. Each person completes Handout #9 and concludes activity by reporting to group on their personal approach to health improvement.

Time and Group Number: 45 minutes to one hour; 20-25 participants.

Checking Out My Health

An important part of the evaluation process is an assessment of your physical well-being and general attitudes toward health.

1. Rate your present general health status:

_____ Excellent _____ Fair

_____ Good _____ Poor

2. On what basis did you evaluate your general health?

_____ Recent physical exam

_____ Infrequent illness

_____ Frequent illness

Other factors (describe) _____

3. Rate your present energy level.

_____ Excellent _____ Fair

_____ Good _____ Poor

4. On what basis did you evaluate your present energy level?

5. To what factors do you attribute your present energy level?

6. Check your health concerns.

_____ Excessive use of non prescription drugs

_____ Excessive use of prescription drugs

SELF-CONCEPT
Self-Management Activity #19 Handout

- _____ Excessive use of alcohol
 - _____ Excessive use of tobacco
 - _____ Excessive use of stimulants (coffee, tea, cola)
 - _____ Chronic (longstanding) underweight
 - _____ Acute (recent) underweight
 - _____ Chronic overweight (_____ pounds)
 - _____ Acute overweight
 - _____ Chronic nervousness
 - _____ Acute nervousness
 - _____ Poor nutrition
 - _____ Poor sleep habits
 - _____ Lack of regular exercise
 - _____ Infrequent self-examination for breast cancer
 - _____ Frequent periods of depression
 - _____ Occasional periods of depression
 - _____ Unexplained anxiety
 - _____ Other concerns (list or describe)
7. Date (year) of your last general physical examination _____
8. Date of your last dental examination _____
9. Date of your last eye examination _____
10. Indicate the frequency of the following examinations by checking the appropriate columns.

SELF-CONCEPT

Self-Management Activity #19 Handout

	Semi- annually	Annually	Biannually	2-5 years	5-10 years	Never
Gynecological (pap smear, breast exam, venereal disease)	_____	_____	_____	_____	_____	_____
Urinalysis	_____	_____	_____	_____	_____	_____
Blood tests (especially hemoglobin or hematocrit)	_____	_____	_____	_____	_____	_____
Electrocardiogram	_____	_____	_____	_____	_____	_____
Blood pressure, pulse & heart	_____	_____	_____	_____	_____	_____
Chest x-ray	_____	_____	_____	_____	_____	_____
Proctoscopic	_____	_____	_____	_____	_____	_____
Eye exam (include glaucoma)	_____	_____	_____	_____	_____	_____
Audiological exam	_____	_____	_____	_____	_____	_____
Dental exam	_____	_____	_____	_____	_____	_____
Other (specify)						
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

11. What are physical handicaps which you must consider in a career choice, employment, or further education? (Example: blind in one eye, heart condition, leg injury, etc.)

SELF-CONCEPT

Self-Management Activity #19 Handout

12. What knowledge do you feel would assist you in maintaining or improving your health?

_____ Nutrition

_____ Diet

_____ Exercise

_____ Drug and/or alcohol abuse

_____ Mental health

_____ Other (describe) _____

13. Plan for improvement:

1. _____

2. _____

3. _____

SELF-CONCEPT
Self-Management Activity #20

Primary Goal: To provide noncustodial single parents with coping skills that help them overcome loneliness and maintain contact with their children.

Title: For Me and My Kid

Purpose: Single parents are often overwhelmed by the isolation of their personal lives and in their attempts to maintain contact with their children. This checklist will provide a means of identifying these feelings and dealing with them.

Materials: Handout #20

Activity: The group leader may generate a discussion on dealing with feelings of loneliness and helplessness - especially in the early post-divorce stage. Group participants may use the activity handout to focus discussion.

Time and Group Number: 1 hour for 15-20 participants.

For Me and My Kid

Use these suggestions to determine ways to make life better for single parents and their children. Participants may add their own coping strategies. This list may prove helpful as a feature article for Single Parent/Homemaker newsletter.

For Me

A. Overcoming Loneliness

- Love Yourself:
Give yourself treats in times of stress; it helps to have comforting "chicken soup".
Avoid self-pity; instead of agonizing over a problem you never had to face before, learn how to deal with it.
- Keep Busy
In tasks which counteract loneliness - schedule social events, go alone if necessary; learn a new skill.
- Try a Support Group
Support for emotional feelings.
Reciprocal support for instrumental needs.
Make new friends.
- Understand Your Losses
Going from known to unknown.
Loss of valued familiar.
Loss of power; less able to get what you want.
Loss of acceptance; broken home stigma.
Loss of confidence; "Can I make it on my own?"
Loss of identity; married to single.
- Dating
Dating too soon; when children do or do not approve.
Too serious too soon; fantasizing the "perfect marriage."
Sex and the single parent.

For My Kid

B. How to maintain short or long-distance contact

- Maintain Regular Contact
Send cards, notes.
Call at the same time each week.
- Don't Expect Too Much
Children may not respond to letters/calls as you wish.
They will remember them.
- Get Used to Noise and Clutter When They Visit
Make it their home; personal toys and belongings.
Give them time to adjust to new surroundings.
- Setting Limits for You and Them
Don't pry into other homelife.
Don't be too permissive in discipline.
Be a parent, not a buddy.

Source: Adapted from On Being A Single Parent. A Bustanoby. Pyrance Books, Zondervan Press.

Section II

NETWORKING

NETWORKING

Building Support Systems in Training

Social networks are coming into prominence as viable sources of help, support, affection, warmth, love, and solidarity. These have existed and functioned throughout history in assisting their members with numerous problems. The new importance of these networks as functional service systems is a result of decreasing support for institutional professionalized human services. Instead, there is a turn to self-help and increased involvement in caring and other helping activities by members of such primary groups as families (Lein & Sussman, 1983).

Social networks exist across an extended range, from close-knit familial support systems, to a flexible, loosely-knit group associated with specific organizations or interests. They provide not only pragmatic and instrumental help, but also emotional and psychological support. A new form of social cooperation has recently emerged among women who share common interests and responsibilities. This new cooperative --- networking --- grew out of a mutual need for support, information, and community. Older women, single mothers, new mothers, wives, displaced homemakers, ethnic and minority women, rural women, religious women, battered and abused women have joined together in networking to make life more equitable, easier, and in many cases more fun for themselves (Kleman, 1980).

What is networking? "A system of interconnected or cooperating individuals" (Webster's New World Dictionary). Women's networks are the new wave of the eighties. They are an outgrowth of the increasing understanding that women do need to exercise the same cooperative collaborative system similar to the "old boy" network that has assisted men for years. Thus, a woman's network is a group of women who associate themselves to provide encouragement and assistance to each other. Networks vary on their organizational structure, and the purpose for their being. But their common factor is support and it is this trait that separates them from clubs or friendship groups. There are some 1400 women's networks currently operating in this country, and they represent thousands of women who have joined together to help each other and themselves. (Kleman, 1980).

This section on networking is designed to present concepts along with related activities. As participants work through the activities, they will have the opportunity to recognize the networking process and to plan for expanding their particular system.

What follows in this program guide are insights into how the networking process may be used as a powerful tool by the program leader. After all, when the single parent enters the program, a need is being expressed - the seed is being planted in the networking process. Now it is the leader's opportunity to nurture and cultivate that need to its own process of rebirth and regeneration. May the pages that follow become part of your own NETWORKING PROCESS.

- A. Position Paper I: The Single Parent and the Networking Process - introduces concepts and provides definitions.
- B. Position Paper II: Characteristics of Networking - further defines the concept and suggests references for further reading.
- C. Activity 1: "Pass the Basket" - a pre-networking activity designed to help participants become more self-revealing.
- D. Activity 2: "A Chip Off the Old Block" - helps to identify persons who are role-models; those whom you would want in your network.
- E. Activity 3: "My Self and Significant People and Events" - permits persons to identify times, places, and persons who helped them.
- F. Activity 4: "Understanding Network Systems" - gives concepts and definitions for several types of networking systems.
- G. Activity 5: "Looking at the Family of Origin Close-Knit Support Group Networking System" - identify a specific networking system.
- H. Activity 6: "Looking at the Conjugal Support Group Networking System" - identifying a specific networking system.
- I. Activity 7: "Looking at the Loose-Knit Extended Family Networking System" - identifying a specific networking system.
- J. Activity 8: "Expanding Your Network" - four activities designed to help persons identify individuals, community resources, or career mentors who will bring a greater dimension to their personal network and increase success probabilities.
- K. Position Paper III: "The Administrator's Role in Networking" - describes procedures the program administrator must initiate in order to establish a networking system that will ensure the program's success.
- L. Position Paper IV: "The Care and Feeding of Networks" - describes the efforts necessary to establish, maintain, and perhaps disregard a personal networking system.

THE SINGLE PARENT AND THE NETWORKING PROCESS

Introduction

Research regarding female single parents and networking suggests the following hypotheses:

1. Looseknit networks are supportive for women who are attempting to establish a new identity.
2. Closeknit networks are supportive for women who are attempting to maintain existing identities.
3. The role-orientation of the single mother and her network structure may vary over time.

Single parents in the research study who expressed the greatest distress appeared to be change-oriented and therefore felt restricted by a network system that also was restrictive. On the other hand, those single parents anxious for a greater level of stability in their lives were uncomfortable with a more casual, loose networking process. The third hypothesis leads to a general understanding that the interaction of self and supportive persons will change over time.

Whether it has been labeled as networking or even recognized as a formal process, it is important to realize that a process of seeking support systems is in effect most of the time, in some form or another, by most everybody. Research studies reveal that accidentally established systems, once identified, were logically based on the level of need the individuals involved.

Taking the position that support systems do have a valuable place in enhancing the adaptation to single parenthood, as well as assisting the single parent's movement from adaptation to some state

of growth beyond acceptance and adaptation, then it becomes appropriate and important to be able to lead the single-parent to a planned process.

The third hypothesis provides the starting point for developing an approach to networking that can be consciously and consistently applied. If networking is happening anyway, it will be more effective if fully understood.

Points to Remember:

Definition of a support system known as a NETWORK:

a series of personal contacts through which the individual maintains a social identity and receives emotional support, material aid and services, information and new social contacts.

Three kinds of support systems:

1. Direct services - relevant to the specific problem providing:
 - a) material aides
 - b) advice and information
2. Emotional support - relationships providing:
 - a) security
 - b) intimacy
 - c) reassurance
3. Social integration - community integration providing:
 - a) accessability to new information
 - b) new contacts

CHARACTERISTICS OF NETWORKING

1. NETWORKING IS A PROCESS OF CULTIVATING.

People's status in life is dynamic - always shifting and changing. Therefore, support systems must also shift and change to be able to be responsive to the needs and values of the person's involved.

2. NETWORKING IS A PROCESS INVOLVING TWO OR MORE PERSONS WITH A COMMON INTEREST.

A successful network is one that produces a desirable outcome for participants. The positive outcome is the product of a shared interest of network participants. It is important to determine the common interest(s) that bind the network.

3. NETWORKING INFORMATION.

Support Network: a series of personal contacts through which the individual maintains social identity and receives emotional support, material aid and services, information and new social contacts.

Definitions:

Direct Services - material aid, advice, information, relevant to specific problem

Emotional Support - relationships which provide security, intimacy, reassurance of worth

Social Integration - integration into community services as well as accessibility of new information and new social contacts

Characteristics:

- a) Anchorage: the center of the network, the ego - Who's at center?
- b) Density: the degree to which network members interact with each other - How often?
- c) Content: the degree to which network members have multiple or single ties - Who knows who?
- d) Direction: the degree to which relationships are symmetrical - Who gets what?
- e) Durability: the degree that relationships are based on obligations - Who owes what?
- f) Intensity: the depth of the obligation - How much? How long?
- g) Frequency: the amount of contact between members - How many times?
- h) Range: the size of the network - How big?

Types of Networks:

- 1) Close-knit: networks composed of dense, multiple, durable and intense ties, and are positively associated with provision of services and emotional supports.
- 2) Loose-knit: networks positively associated with the communication of new information and the development of new social contacts.

Examples of Networks:

- A. The Family of Origin Close-Knit Support Group Networking System:
 - The single parent turns to the family of origin as main source of direct services and emotional support. Contact with resources outside family is limited, usually not encouraged.
- B. The Conjugal Support Group Networking System:
 - The parent has a mate, boy or girl friend, or supportive ex-spouse. This network may be close-knit with all support services coming from couple and family of origin member; or the network may be loose-knit with services provided by mate, new friends, and a community-oriented outlook.
- C. The Extended Family Loose-Knit Support Group Networking System:
 - The single/married parent includes family, kin, friends, community resources as distinct sources of services; these separate distinct groups (clusters) may or may not overlap.

Resources: McLanahan, S; Wedemeyer, N; & Adelberg, T. (1981). Network structure, social support, and psychological well-being in the family. Journal of Marriage and the Family, August, pp. 601-612.

Lindblad-Goldberg, M., Dukes, J. (1985). Social support in black, low-income, single-parent families: Normative and dysfunctional patterns. American Journal of Orthopsychiatry, 55(1), pp. 42-58.

Lein, L., & Sussman, M.B. (1983). The Ties That Bind: Men's and Women's Social Networks. New York: The Haworth Press.

Kleiman, C. Women's Networks, Ballantine Books, 1980.

NETWORKING

Building Support Systems in Training Activity #1

Purpose: To help participants learn to express opinions publicly, to give objective feedback, to feel comfortable in expressing disagreement, and to become aware of diversity of opinion in group.

Title: Pass the Basket

Activity: Cards or slips of paper containing question on selected topics are placed in a basket. Participants pass basket around in a circle group until the given signal. Person holding basket at signal randomly selects topic, and must address issue for 2-3 minutes. When speaker finishes, selected group members are required to respond in agreement, disagreement, adding further information, questioning speaker, etc. Conclude activity with remarks in unity/diversity in group opinions.

Time and Group Number: 30 minutes to 1 hour, 20-25 participants.
Allow enough time for each member to respond at least once.

Adapted from Networking Process ideas developed by Beverly Dennis, Director of Single Parent/Homemaker Project, Henderson Community College, Henderson, Kentucky.

Pass the Basket

Group facilitator will pre-select questions relating to issues pertinent to the group, have them typed and placed in basket prior to group meeting. Questions may be changed periodically and at a later date group members may be requested to add new topics.

Suggested Questions:

- (1) What is your stand on abortion, pro or con?
- (2) What is a wife's primary responsibility?
- (3) Do you think television shows depict accurately the lives of ordinary women?
- (4) Why is it that men don't or won't do housework?
- (5) What is the best thing a mother can do for her children?
- (6) Do you think children should be spanked?
- (7) Do you think teenagers should have free and open access to birth control issues?
- (8) What courses should be required for everyone before they graduate from high school?
- (9) What are the indicators of a good day program?
- (10) What makes you think you do/don't follow a nutritious diet?
- (11) Do you think smoking should be banned in all public places?
- (12) What do you hope to accomplish by participating in this program?
- (13) How will you be different when you complete this program?
- (14) What behavior do you think should be 'forgiven' in little children (age 2-5).
- (15) What is the best way to handle a screaming toddler?
- (16) When are teenage girls old enough to date?
- (17) What is the best age for women to marry? men?
- (18) What advice will you give your teenage daughter?

NETWORKING

Building Support Systems in Training

Activity #1 Handout

Page 2

- (19) What advice will you give your teenage son?
- (20) What things would you like to tell your mother she was wrong about?
- (21) What 3 important things would you like to tell your father?
- (22) What is the best thing to do when men at your working place start telling dirty jokes?
- (23) What are the major differences between men and women?
- (24) What behavior would you 'forgive' in a child 6-12; 13-18?

NETWORKING

Building Support Systems in Training Activity #2

Purpose: To develop awareness of role model influences upon the development of individual personality traits.

Title: A Chip Off the Old Block

Activity: This exercise will enable participants to compare their own personal qualities to those of family members or friends. After determining personal qualities of others and self, participant will explore the influence of these significant others upon the development of their personality traits.

Materials: Handout

Time and Group Number: 1 hour; 20-25 participants.

NETWORKING
Building Support Systems in Training
Handout for Activity #2

A Chip Off the Old Block

Place the name of three persons, either family or friend, whom you admire in the namespace for Case 1, 2, and 3. Check the number of personal qualities demonstrated by these persons. At the bottom of the page, list personal qualities which describe you.

	Case #1		Case #2		Case #3	
Personal Qualities Positive/Negative	P's	N's	P's	N's	P's	N's
Liking/Disliking	_____	_____	_____	_____	_____	_____
Affectionate/Cold	_____	_____	_____	_____	_____	_____
Friendly/Withdrawn	_____	_____	_____	_____	_____	_____
Concerned/Indifferent	_____	_____	_____	_____	_____	_____
Curious/Repelling	_____	_____	_____	_____	_____	_____
Confident/Inadequate	_____	_____	_____	_____	_____	_____
Hopeful/Skeptical	_____	_____	_____	_____	_____	_____
Trustful/Suspicious	_____	_____	_____	_____	_____	_____
Assertive/Timid	_____	_____	_____	_____	_____	_____
Courageous/Fearful	_____	_____	_____	_____	_____	_____
Happy/Gloomy	_____	_____	_____	_____	_____	_____
Funny/Dour	_____	_____	_____	_____	_____	_____
Peaceful/Anxious	_____	_____	_____	_____	_____	_____
Competent/Inadequate	_____	_____	_____	_____	_____	_____

From this list, write down personal qualities which describe you. Indicate the degree to which you felt your role models influenced the development of your personal qualities.

NETWORKING

Building Support Systems in Training

Activity #3

Purpose: To identify feelings of participants about significant events and people in their lives.

Title: Myself and Significant People and Events

Activity: This activity is designed to open up sharing between group participants and to lead them to awareness of their common experiences.

Materials: Handout

Time and Group Number: Minimum 1-1½ hours; 15-20 participants.
Time to share and draw common conclusions essential.

Adapted from material created by Beverly Dennis, Director of Single Parent/Homemaker Project, Henderson Community College, Henderson, Kentucky.

Myself and Significant People and Events

Write a response to each question. After completion of the handout, share you responses with another person. Share only what you wish to.

1. The most important person in my childhood. How he/she treated me; talked with me; taught me; words I would use to describe him/her.
2. My happiest childhood memory; who was involved; what happened.
3. Something important I learned to do when I was a child; who noticed my achievement; what was said or told me because of what I could do.
4. The members of my family of origin; the one(s) I was closest to; the one(s) I admired.
5. Some problem or obstacle that I overcame when I was a child; what I learned from this effort.
6. The person who influenced me most when I was a teenager; how this influence affects me now.
7. What I could do well as a teenager; what I wished I had tried to do.
8. The best friend(s) I have; what is important to me in friendship.

9. Important decisions I made; who or what helped me decide; good or bad decision?

•
10. My greatest strengths; weaknesses I need to overcome.
11. My goal for the next 6 months; resources I have to meet goal; help I will need.

NETWORKING
Building Support Systems in Training
Activity #4

Purpose: To help participants gain insight into what a network is; what type of personal support networks they may have already in place; if personal support networks should be continued and/or extended.

Title: Understanding Network Systems

- Activities:
- (1) Lead participants in a discussion of definitions and terms outlined in the "Single Parent and the Networking System" and "Characteristics of Networking".
 - (2) Draw a "map" of your perceived support network.
 - a) Participant is given small disks on which is written own name and network member's names.
 - b) Disks are arranged (taped) on a larger piece of paper
 - c) Lines are drawn between network members who know each other and actively interact.
 - (3) Participants are asked to describe their network by describing the existing relationships, addressing the following questions regarding the relationship of the participant to each person's disk on the "map".

Time and Group Number: 1 to 1½ hours, 20-25 participants who may work in groups if desired. Allow enough time for each member to make a statement about his/her support group.

Questions:

1. What was the basis for the relationships in the first place (family, friend, employer, etc.)?
2. Who encouraged the continuation of the relationship, you or the other person?
3. Why do you think the relationship continues (advice, information, security, intimacy, social)?
4. Is the relationship 2-way, give and take?
5. Is the relationship based on some sort of obligation (I have to ask this person because ...)?
6. How often is contact made (Do you interact daily, weekly, monthly)?
7. Do you enjoy the interactions (Do you feel better afterwards or do you feel anxious afterwards)?
8. Are you receiving something of value from this relationship?
9. Is this relationship one you would choose to continue?

Establishing Your Network Type:

Is your network "close-knit" (You, or you and spouse/boyfriend, family of origin, kin, some friends) and serves to maintain your present status? _____

Is your network "loose-knit" (You, family, friends, work acquaintances, community resources) and serves to help you change your present status? _____

NETWORKING

Building Support Systems in Training Activity #5

Purpose: To help participants understand both the positive and negative implications of depending upon a close-knit "Family of Origin" support group networking pattern.

Title: Looking at the Family of Origin Close-Knit Support Group Networking System

Activity: Lead the participants in a discussion of the characteristics of family of origin relationships (See Activity #5 Handout)

Time and Group Number: 1 to 1½ hours, 20-25 participants. Allow enough time for each group member to contribute to the discussion.

THE FAMILY OF ORIGIN PATTERN

A frequent response to single parenthood by the single parent is:

Reunification with family of origin:

- a) through a physical move
- b) through a psychological reunion

CHARACTERISTICS OF FAMILY OF ORIGIN RELATIONSHIPS

- 1) Relatively small - family members who live close are involved
- 2) Frequent interaction
- 3) A few provide nearly all support
- 4) Sex "roles" of family members are still in place (Males: financial and household repair assistance; Females: child care and personal problem assistance)
- 5) Cultural norms underlie (obligations are strong basis)
- 6) Reciprocity exists but usually generated by parent rather than by child
- 7) Reciprocity obligation strengthened: the single parent reinforced to provide similar support to her own and others in same family

GENERALLY PROVIDED BY FAMILY OF ORIGIN RELATIONSHIPS

- 1) Direct services
Child care, financial, household repair and maintenance
- 2) Emotional services
Security, reassurance, sense of personal worth, time to overcome vulnerability of singleness

POTENTIAL LIMITATIONS OF FAMILY OF ORIGIN RELATIONSHIPS

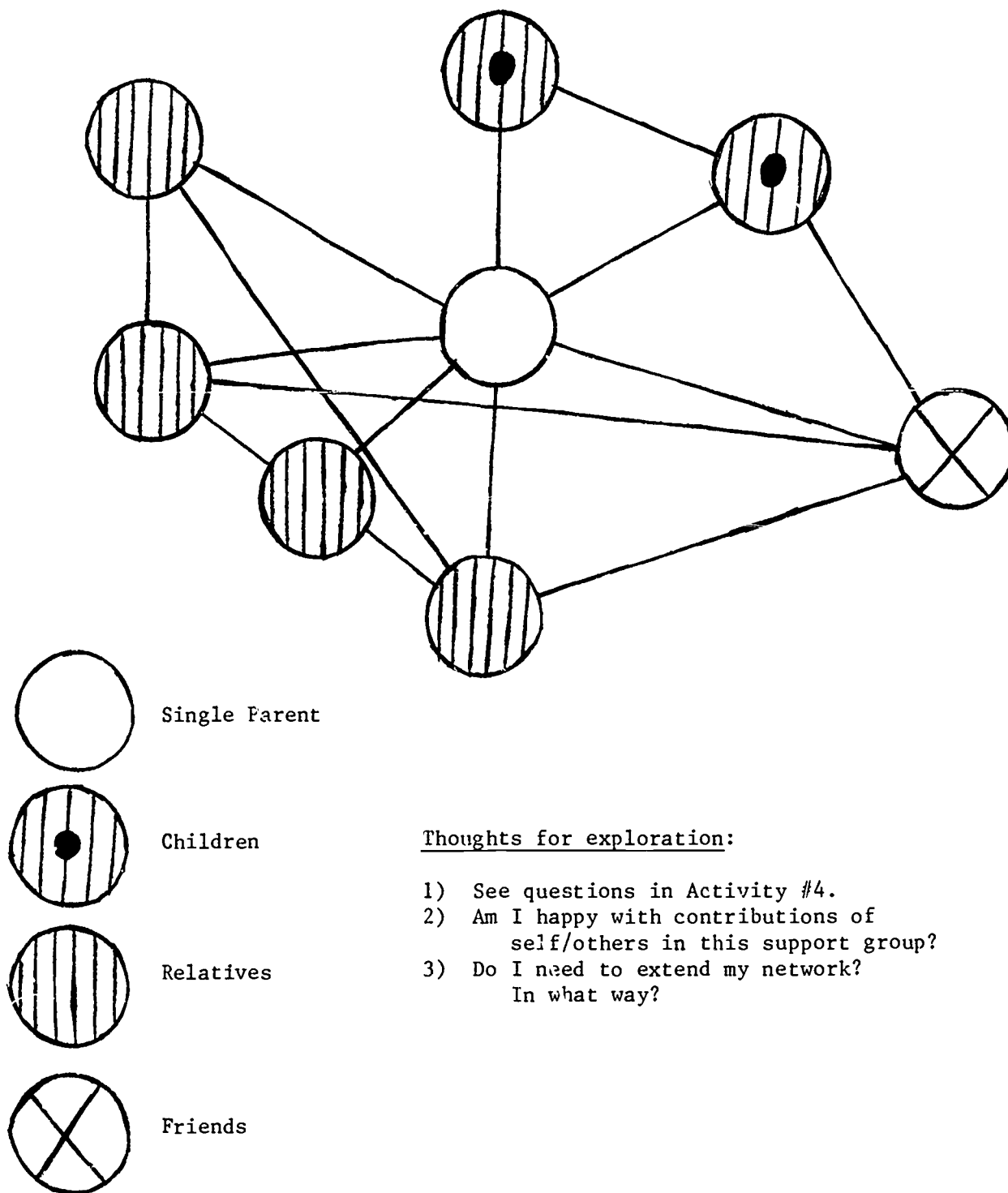
- 1) Tend to be "one-way" out of obligations
- 2) Provide limited opportunity for intimacy (mutual confiding)
- 3) Lead to isolation from community and social contacts
- 4) Creates temporary "self-worth" based on confidence as single parent but not as single person

RELATED ACTIVITY: Draw a map of family of origin relationships:

- 1) Participant given small disks on which is written own name and family members' names
- 2) Disks are arranged (taped) on a large piece of paper
- 3) Lines are drawn between members to show interactions
- 4) See example next page

NETWORKING
Building Support Systems in Training
Activity #5

Example:



Thoughts for exploration:

- 1) See questions in Activity #4.
- 2) Am I happy with contributions of self/others in this support group?
- 3) Do I need to extend my network?
In what way?

NETWORKING

Building Support Systems in Training

Activity #6

Purpose: To help participants gain understanding of both the positive and negative aspects of conjugal network support group networking pattern.

Title: Looking at the Conjugal Support Group Networking System

Activity: Participants whose support persons include a spouse or live-in friend may wish to compare support services received from spouse/friend to those received from family of origin members. Lead participants in a discussion of the characteristics of the Conjugal Network characteristics (See Activity #6 handout).

Time and Group Number: 1 to 1½ hours, 20-25 participants. Allow enough time for each group member to contribute to the discussion.

NETWORKING

Building Support Systems in Training
Activity #6 Handout

THE CONJUGAL NETWORK PATTERN

A way of responding to single parenthood by the single parent is:

The creation of the conjugal family form:

- a) Places a spouse-equivalent at the center (may be the person with whom the single-parent lives or is dating, or may be the ex-spouse)
- b) May include the relatives, neighbors, friends

CHARACTERISTICS OF CONJUGAL RELATIONSHIPS

- 1) Subtype A: Composed primarily of self, spouse/friend, relatives and old friends.
 - a) Generally small and closely interacting with single-parent, among themselves and with the dominant center-figure
 - b) Resembles FAMILY OF ORIGIN relationships
 - c) A few provide all the services
 - d) Relationships somewhat less durable than family of origin (separation or divorce)
- 2) Subtype B: Composed primarily of self, spouse/friend, and new friends.
 - a) Generally large and loosely knit with little interaction among members
 - b) Resembles EXTENDED FAMILY
 - c) Interactions provide distinct services
 - d) Relationships relatively more durable than the typical extended family relationships
- 3) In general, Subtypes A and B are involved in less frequent contact than either Family of Origin or Extended Family relationships - probably due to high level of interaction between the single parent and the spouse-equivalent. This network pattern involves a high level of reciprocity and balance.

GENERALLY PROVIDED BY CONJUGAL RELATIONSHIPS

By both Subtypes:

- 1) Direct services
 - a) neighbors and friends provide general services
 - b) key spouse-equivalent provides personal services
- 2) Emotional services
 - a) SUBTYPE A:
Emotional support is dependent upon the spouse-equivalent and upon the belief that a one-on-one relationship is the critical factor for the single-parent.

NETWORKING

Building Support Systems in Training Activity #6 Handout

b) SUBTYPE B:

1. Emotional support is provided primarily by the key spouse-equivalent while security and reassurance of worth are occupation related.
2. Some integration into community.

POTENTIAL LIMITATIONS OF CONJUGAL RELATIONSHIPS

1) SUBTYPE A:

Isolation from community and social groups (not necessarily a limitation for those who do not see community and social groups as a substitute compensation for a spouse-equivalent).

2) SUBTYPE B:

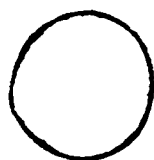
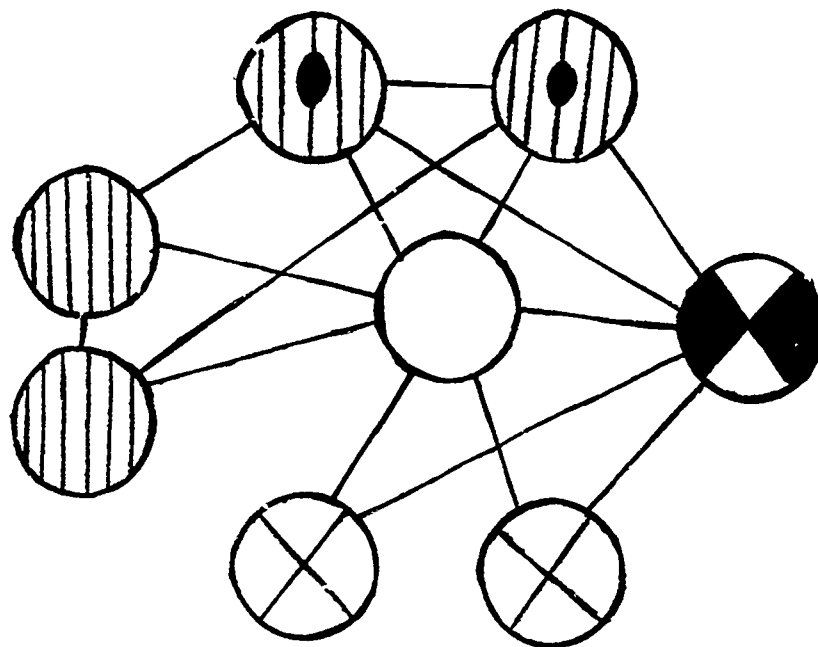
Confusion and inconsistencies regarding use of extended network.

RELATED ACTIVITY: Draw a map of Conjugal relationships.

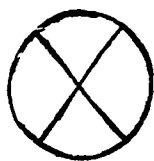
See example on the next page.

NETWORKING
Building Support Systems in Training
Activity #6 Handout

EXAMPLE:
SUBTYPE A



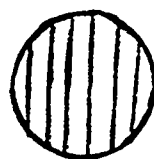
Mother



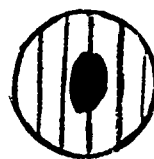
Friends



Spouse-Equivalent



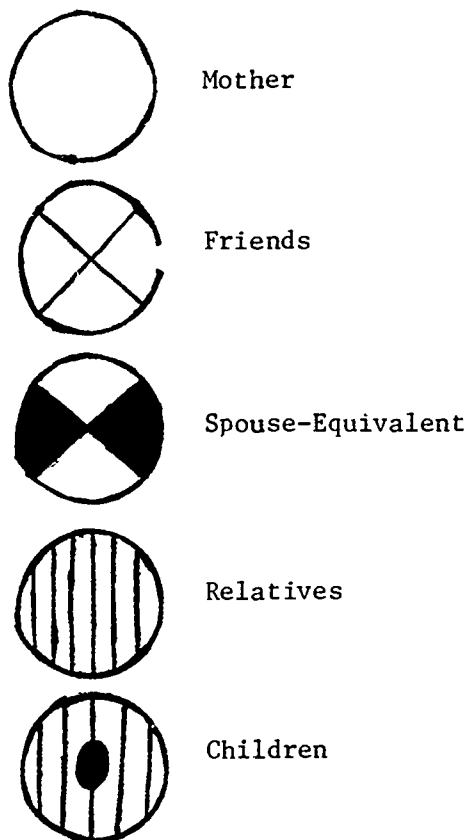
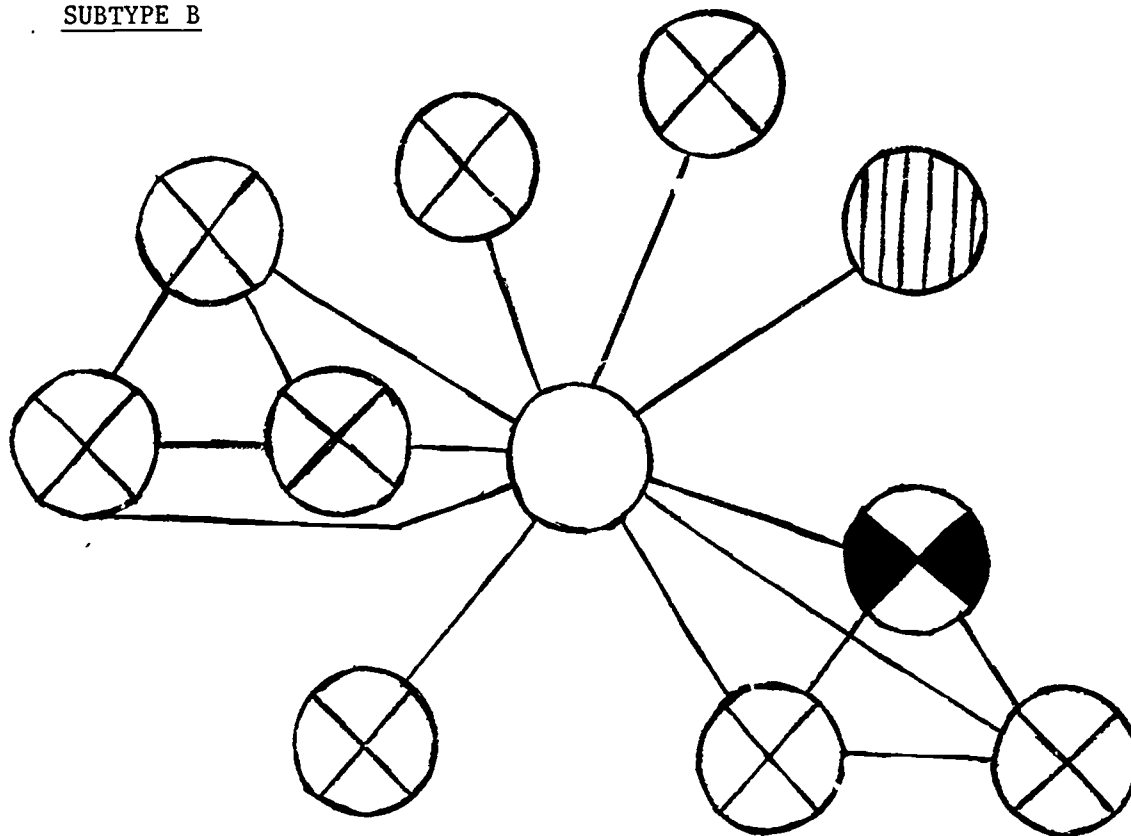
Relatives



Children

Building Support Systems in Training
Activity #6 Handout

EXAMPLE :



NETWORKING

Building Support Systems in Training

Activity #6 Handout

Questions for Discussion:

1. Does your pattern fit Subtype A or B?
2. Refer to Activity #4 for additional questions.
3. Are you happy with this type of support group?
4. Does this support group networking system appear to maintain your present status, or does it appear to support your change of status?
5. Do you need to change/extend your support group? In what way?

NETWORKING

Building Support Systems in Training

Activity #7

Purpose: To help participants gain understanding of both positive and negative aspects of the Extended Family Networking System.

Title: Looking at the Loose-Knit Extended Family Networking System

Activities: Lead participants to identify all component parts of an Extended Family Networking System (review "Characteristics of Networking" if needed). Use Handout #7 to help group members determine if this type network is possible or necessary for them.

Time and Group Number: 1 to 1½ hours, 20-25 participants. Allow enough time for each group member to contribute to the discussion.

NETWORKING

Building Support Systems in Training

Activity #7 Homework

THE EXTENDED NETWORK PATTERN

A way of responding to single-parenthood by the single parent is:
Establishment of an extended network:

- a) May include relatives, ex-spouse, pre-divorce friends, etc.
- b) Usually includes new friends and other single parents
- c) Often includes groups, i.e. parent groups, community action groups, social activity groups, etc.

CHARACTERISTICS OF EXTENDED FAMILY RELATIONSHIPS

- 1) Usually quite large
- 2) Often clustered (reflecting groups)
- 3) Often considerable involvement within each group but not between or among groups
- 4) Interactions provide distinct services (car repairing, baby-sitting, personal advice)
- 5) Ad hoc relationships of less durability and intensity
- 6) Much sharing of commitment and experience

GENERALLY PROVIDED BY EXTENDED FAMILY RELATIONSHIPS

- 1) Direct services
Babysitting cooperatives, car pools, food co-ops, back-up services (not on sex role basis, but by areas of expertise and interest), group accessibility.
- 2) Emotional services
Strong identification with role as single parent, encouragement to become more independent and motivated to identify with role other than single parent; reinforcement of giving-process as well as of receiving (including services but especially of a level of appropriate same-sex intimacy), encouragement to participate in community organizations and in active social lives.

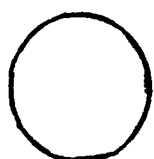
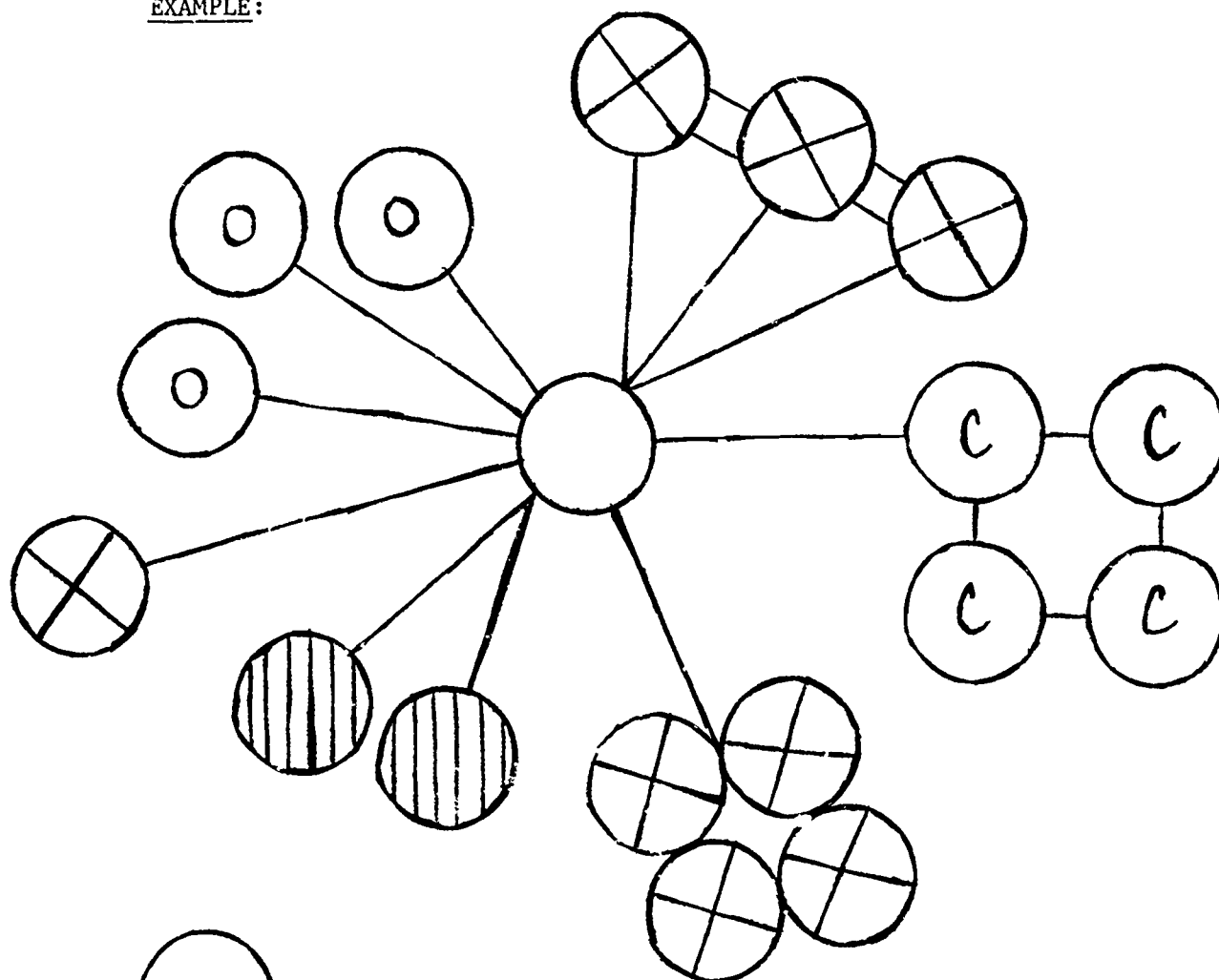
POTENTIAL LIMITATIONS OF EXTENDED FAMILY RELATIONSHIPS

- 1) Often temporary and less dependable (little sense of obligation)
- 2) Members considerably mobile and transient (strong career orientation)
- 3) Often negative self-image and considerable distress (usually large networks and concentration on occupational success could be indicative of lack of security).

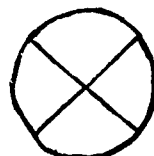
RELATED ACTIVITY: Draw a map of extended family relationships.
(See example next page)

NETWORKING
Building Support Systems in Training
Activity #7 Handout

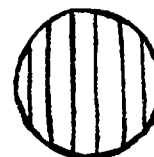
EXAMPLE:



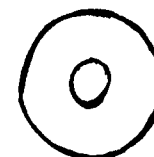
Mother



Friends



Relatives



Co-Workers



Community Resources

Questions for Discussion:

1. Refer to questions from Activity #4.
2. Is this network type present/possible in my life? If no, what might I do to increase the possibility?
3. How might an extended networking system help the single parent overcome dependency?

NETWORKING
Building Support Systems in Training
Activity #8

Purpose: To provide participants with ideas for expanding their
Extended Family Support Group Networking System.

Title: Expanding Your Support Group

Activities: After participants have identified their personal
support system group, they may wish to identify
additional persons or community resources that
would prove helpful to them. Have participants
complete the handouts associated with this activity
and follow-up with a general discussion directed
toward action to increase support.

Materials: Handout #1 - Identifying New People
Handout #2 - Asking for Specific Help
Handout #3 - Identifying Community Resources
Handout #4 - Career Networking

Time and Group Number: Approximately one hour per handout; 20-
25 persons.

NETWORKING

Building Support Systems in Training
Activity #8, Handout #1

Identifying New People

Under each of the following activities, list the names of friends with whom you shared that activity at one time or another. They need not be a best friend so long as you know them well enough for them to remember you. Be sure the people you list live in the area in which you want to work.

People I have invited to my house: _____

People who have invited me to their house: _____

People who belong to a club with me: _____

People I play or watch sports with: _____

Past roommates: _____

People I know from my neighborhood: _____

People I have dated, double-dated or gone out with: _____

People who have the same hobby I do: _____

People I've done a favor for or who did me a favor: _____

People I've done things with (like bowling, playing cards, movies):

People in my place of worship: _____

NETWORKING

Building Support Systems in Training Activity #8, Handout #1

1. Of this group, select 5 persons who would be most accessible to you in re-establishing ties that would lead to friendship and mutual support. _____

2. Think of ways to implement expanding your present support group to include these people. Write down several steps to accomplish this.
 - a) _____
 - b) _____
 - c) _____
3. Support groups are maintained through mutual interests and reciprocity. What do you have to offer others in your support group?

Reminder list adapted from Job Club Counselor's Manual.

NETWORKING

Building Support Systems in Training Activity #8, Handout #2

Asking For Specific Help

It is hard to ask for help. Having a specific request will make it less awkward. In the spaces below, first write in the name of the person, using as a reminder the lists of names you made up in Handout #1. Write your request as though you were talking directly to that person. Remember that you do not have to restrict yourself to just one kind of help. After completing the handout, actually initiate several requests.

(To a friend who works in a company you'd like to work for)

Name: _____ Request for help: _____

(To a classmate)

Name: _____ Request for help: _____

(To a casual acquaintance)

Name: _____ Request for help: _____

(To a friend who is a possible employer)

Name: _____ Request for help: _____

(To a relative)

Name: _____ Request for help: _____

(To a friend who has the same type of job you would consider)

Name: _____ Request for help: _____

Adapted from Job Counselor's Manual by Nathan H. Azrin & Victoria A. Besalel.

NETWORKING

Building Support Systems in Training

Activity #8, Handout #3

Identifying Community Resources

Listed below are types of services to which each person must have access in order to maintain a balanced existence. For each area, write down the names of organizations which provide help in making these services accessible. If possible, include a contact person's name for the organization.

BASICS (Food, clothing, shelter) HEALTH

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

RECREATION

FINANCIAL AID

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SAFETY

RELIGION

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NETWORKING

Building Support Systems in Training

Activity #8, Handout #3

TRANSPORTATION

WORK

COMMUNITY CLUBS

Suggestions for Discussion:

- A. Your group might want to put together a handbook of Community Resources listings.
- B. Your group might wish to find new, unusual and creative ways to obtain needed services, such as:
 - a) Forming your own support group or cooperative
 - b) Exchanging services with other cooperatives
 - c) Seeking grant money

NETWORKING

Building Support Systems in Training
Activity #8, Handout #4

Career Networking

Many career minded women spend their energy on proving their capabilities with little regard to developing a career network which will enhance their promotability. This handout gives suggestions on building a career network which will become a cluster in your "Expanded Family Support Group Networking System". Spend some time in your group discussing each point, and then develop your own personal plan.

YOUR CAREER SUPPORT NETWORK CONSISTS OF RELATIONSHIPS YOU HAVE ESTABLISHED --- BOTH INSIDE AND OUTSIDE THE COMPANY --- THAT ARE BASED ON MUTUAL GOOD WILL, TRUST, WILLINGNESS TO HELP.

How to get started:

- a) Develop effective relationships with people in your department.
 - observe carefully - avoid the mean spirited; select as friends positive people
 - be supportive but professional - keep most interaction at the business level; avoid personal disclosure and gossip
- b) Cooperate with peers.
 - share successes and exchange favors
 - work out problems together without "going over your head"
- c) At first level promotion (supervisor)
 - treat all subordinates on a friendly, professional level without close emotional involvements
 - help workers achieve goals then give them credit
 - handle shortcomings in private
 - avoid pinpointing blame in discussing errors
- d) Support your boss.
 - try to handle problems in your area
 - honor chain of command; report only to boss
 - be alert to opportunities to make your boss look good
 - if you bring successful change, give boss some credit, but also document your effort

Find a mentor:

...a more experienced person at a higher level in your organization who takes a promising person under his or her wing as a protegee; the mentor takes a personal interest beyond the usual professional relationship.

NETWORKING

Building Support Systems in Training

Activity #8, Handout #4

How do you get a mentor?:

1. Ask advice of potential mentors: thoughtful questions, avoid acting helpless.
2. Know your goals and be sure of your commitment in achieving them; mentors don't want to waste their time.
3. Work hard to become promotable; project that image.
4. Become visible in the organization; show that you are eager and willing to learn.
5. Cultivate potential mentors; choose carefully a stable, secure person who is upwardly mobile in the company; get to know him or her to see if rapport develops.
6. Ask or tell him/her that you would like help in learning the ropes, developing your potential, contributing to the company, meeting your goals, etc.
7. Find out what your mentor expects to gain from your mentorship and endeavor to supply their wish.
8. If your mentor is of the opposite sex, avoid misunderstanding early on by stating your goals of friendship and getting ahead in the company.
9. It is imperative that women develop "good old girl" networks to assist women in management. Learn to find a mentor, enjoy a mentor, be a mentor.
10. GOOD LUCK.

Adapted from "Establishing a Support Network: In Carr-Ruffino, N.
The Promotable Woman, Wadsworth, 1982.

ADMINISTRATIVE NETWORKING

The networking role of the program administrator in single parent projects is not only that of counselor and teacher, but also public relations coordinator and politician. A strong sense of community need and a willingness for the administrator to market the project and the participants will not only enhance participants' morale, but will also help facilitate guaranteed future funding. In short, administrative networking is the lifeline of single parent projects.

In creating a marketing network for single parent projects, the program director must consider three factors: the participants skill and personal needs, the community's employee needs, and the project's need for identification and recognition in the community. With these three factors in mind, one must be aware of the importance of increasing participants' morale, and building positive rapport with the community. Well-performed administrative networking strategies will accomplish all of the preceding project goals. This networking effort will result in the following productive outcomes:

1. Funding will be assured as high placement percentages will guarantee support funding.
2. Participant morale will increase due to the recognition that others have been successful in the program.
Note: Positive placements act as a propaganda device for future recruiting purposes and contribute to community support.

3. Positive networking strategies create a rapport with the community and local business in the following ways:

- a. The project provides local business with a pool of well-trained employees.
- b. The project provides a positive image of state and federal funding programs directed toward welfare recipients.
- c. The project portrays the colleges, vocational, and public school systems as building blocks for future employment pools.

The end result of administrative networking can be measured by the community support gained in both placement and referrals. Employers will begin to recognize the quality of training and the employees produced in the project. Employees will in turn begin to market the program and promote placements throughout the community. This effort will open up a new circuit of network support resulting in new ideas for future program projects and continuing placement requests from local businesses.

Project networking evolves in a three stage process: the premarketing phase, the participant marketing phase, and the community awareness phase - conscious effort by the administrators in the three stages process will assure project success.

STAGE 1: PRE-MARKETING PHASE

The goal of the first stage of project networking is to utilize publicity techniques that will promote community awareness. This goal may be accomplished by the administrator who will initiate these methods.

Method 1: Develop a form letter to all personnel managers and small business owners explaining the program, the contracts, and the possibility of employer tax cuts for hiring.

Results: The employer will become aware of the type of training offered and the time table for future employee prospects, as well as cost effectiveness.

Method 2: Utilize the local media as a means for community support and future recruiting prospects. This goal can be accomplished in the following activities:

- a. Release a participant success story in the local newspaper.
- b. Appear with a participant and satisfied employer on a local talk show.

Results: The community will begin to perceive training programs for persons with economical needs as an answer to employment placement. This effort will also make the business world more aware of the needs of the single parent homemaker, and their willingness to grasp at opportunities that will make them productive workers.

Method 3: Attend as many community service projects and club meetings as possible and make a brief presentation explaining the program. Get to know your Chamber of Commerce members.

Results: Employers will have an opportunity to question you about the quality of training, participant needs, and the advantages of hiring participants from retraining programs.

Note: This effort will also allow the project coordinator to meet many business people personally and receive feedback on their needs.

Method 4: Display posters and brochures in various agencies and businesses throughout the community, to promote the program and recruiting efforts. If it is feasible, utilize pictures of successful participants in their working environment for posters.

Results: Expansion of the network to the general public as well as the business community. An increase will occur in participant morale due to recognition and credit for success. Referrals will become a community effort.

The methods utilized in this phase should establish the program as an employee pool and future retraining center for the community at large. Successful completion of this networking phase should establish the project as an important resource in the working community and open the door for the forthcoming stage of participant marketing which is crucial to job placement totals.

STAGE 2: THE PARTICIPANT MARKETING PHASE

The participant marketing phase requires the administrator to exercise all of his/her public relation talents, counseling and self-confidence reinforcement strategies. In this phase, the Administrator builds a bridge of confidence between the participants in the program and the working world. The participant marketing phase is composed of two parts: (1) initial call component and (2) the classroom component.

The Initial Call Component

The purpose of the initial call component is to promote the student or students who are prepared to go to work. The administrator contacts, usually by phone, those business persons whose support has been previously established in the Stage 1 Pre-Marketing Phase. In making contact with a potential employer, the administrator must explain the training process and assess the need of the employer. The needs assessment can be accomplished by asking the following questions:

1. What do you consider to be the most valuable qualities an employee can possess?
2. What skill level do you require for entry level jobs?
Re: typing speed, shorthand, etc.
3. Do you prefer to hire a person with previous experience or a person with skills that will allow you to train them in your management style?

The employers responses to the above questions should give the administrator an idea of the employer's needs and provide enough information to target a marketing sales approach for a future placement. At this point in the call process the administrator must acquire the role of liason between the employer and

the project. The needs have been identified; therefore, persuasive marketing must begin. The following method of questioning may be used to persuade the employer that the program can meet his/her needs:

Question #1: Do you ever have the need for temporary help?

Purpose: To develop a working relationship with the employer, and to convey the message that the project provides a service to the community.

Response: Yes, do you provide temporary service?

Adminstrator's Response: Yes, we do. We believe that the work experience out students gain in temporary slots will not only enhance their skills, but will aide in their transition to the working world. Would you be willing to recommend this student to an employer? Do you sometimes hire temporaries?

Result: Many times temporaries are hired as permanent employees. If not, they receive valuable work experience and a good recommendation. Many pleased employers begin to network and promote your project to other friends and employers in the community.

Question #2: Do you know of anyone who is in need of a new entry-level employee or a temporary?

Purpose: To take advantage of an opportunity to gain knowledge of openings in the community.

Results: Many times the administrator will be directly referred to an employer who needs help immediately resulting in a placement.

Question #3: Are you familiar with the advantages of hiring economically disadvantaged individuals who qualify for an O.J.T. contract?

Purpose: Persuasive marketing. If you hire one of my students, you can be reimbursed $\frac{1}{2}$ of their wages per hour during the training period. This is especially important to new businesses working on limited funds.

Results: Many employers stand at attention when you talk cost effective language.

Question #4: Would you mind if I contact you by phone every 3-4 months to check on your employee needs?

Purpose: To establish continual communication with the employer and develop rapport as a community resource.

Results: Increased support; future placement references.

Don't forget to thank the employer for his/her time. Log your support call and phone number. Leave your card and some program information. Follow-up in 3-4 months.

The Classroom Component

After completing the initial call phase, the project administrator must use their newly developed resources to bring the classroom into the public eye. Exposure of the classroom participants can be accomplished by bringing the participant out into the business world, or bringing professional people into the classroom. In classroom activities, personnel managers, executive secretaries, and supervisors in the community can be requested as guest speakers. This effort will allow the students to ask questions related to the employers methods of training, entry-level job requirements, and hiring methods. Students who communicate well and appear to be job ready will be noticed. Seminar exposure is an important method of easing the participants into the public eye. Business and Professional Women's Clubs and other women's issue seminars allow the students to network with other working women and understand the work attitudes and goals of those women. For example, my students participated in a luncheon series sponsored by Continuing Education. The following exercise was developed as a networking tool during their attendance:

Networking Activity:

Objective: To provide the participants with information about attitudes and prospective openings in the work world, and to gain valuable people contacts in the working community.

Instructions: The students are requested to seat themselves with other women whom they do not know. They are then required to turn in a list of at least 3 new acquaintances, including their work place and title, possibilities of openings, and what they like most about their jobs.

Results: New network contacts in the business world, and the possibility of eliciting a mentor for future support.

Another method of classroom exposure is the field trip. Visits to local industries encourage the participants to take an avid interest in the work world. The interest that they convey and the impression they make will sometimes lead to a placement.

STAGE 3: COMMUNITY AWARENESS

The final phase of Administrative Networking is an on-going process. The phase is called the Community Awareness Phase. The administrator's role becomes one of community leader and employer liason. During this phase, it is important to note that foundations have been laid for future placement. However, continual reinforcement of public relations strategies must continue to take priority. This stage is an important source of curriculum development and training revision, as well as an opportunity to allow the employer to feel that they play an important role in the training process. For this reason, on-going contact with the business world must be cultivated. The following methods will provide the bridge necessary between the project and the community:

Method #1: Maintain phone contact with the employers on a quarterly basis. Combine this effort with a monthly newsletter.

Results: This effort will reinforce the employer's knowledge and use of the program. It will also inform the employer of the placements made and provide information about the job-ready students.

Method #2: Organize an Annual Open House inviting employers, past participants, and community service and government representatives.

Results: This action expresses appreciation for the community support your project has gained in the past year. It also allows the students to network with various employers and agencies.

Method #3: Participate in community events. Example: Volunteer your class for Special Olympics or a special mail-out for a supportive employer.

Results: More public contact and a chance to network. This also enhances participant morale and allows them to feel valuable in the community.

Method #4: Organize an Advisory Council to consult about issues such as participant needs, employer needs, curriculum change, and new training methods. This group should have a representative from personnel in small business, a corporation, social service areas, in educational institutions, and a previous single parent participant.

Results: The administrators will become more aware of the needs of the community, new changes in public aid and support services, and obtain valuable ideas for future program implementation.

Method #5: Organize a single parent/homemaker alumni association.

Purpose: Single parents and homemakers need a continual support network as they jump the hurdles of success. Although they have accomplished their training goals, their lives are still filled with the stress and frustrations of providing for their families and managing their job responsibilities. For this reason, they need to continue networking for support.

Results: Networking for emotional support.

The role of the administrator as networker for this project is not a task. The project director must allow him/herself to be flexible and play many roles; that of the nurturer, the counselor, the trainer, the salesperson, and the politician. An active administrator with networking knowledge brings life and longevity to the single parent/homemaker projects.

Source: Administrative Networking is the creation of Beverly Dennis,
Director, Single Parent/Homemaker Project, Henderson, Kentucky,
Community College. Used with permission.

THE CARE AND FEEDING OF NETWORKS
(For the Beginner and Advanced Alike)

Networking is a state of mind.

To network effectively is to be aware of, to understand and to use this state of mind effectively.

Because networking can become one of the most valuable tools available in the pursuit of a specific goal, understanding that the care and feeding of the networking process is within one's control is important.

There are six "steps" that can be nurtured in the process of cultivating a network:

1) THE SEED

In order to cultivate anything, there must first be a seed planted. The seed for any networking process is its PURPOSE. It must be pre-determined: What is being sought - What is the need that will be filled through the network established? Why develop a network? By consciously stating what the network's purpose will be, it becomes simple to know whether the process is effective: Is the need being fulfilled?

2) THE ENVIRONMENT

The seed must be planted in order for it to grow. A decision must be made regarding the best environment for the planting: water, dirt or some other environment. The same decision-making process must be involved in the care and feeding of the network. A conscious process of questioning regarding the environment must occur: Who can best help to achieve the pre-determined purpose? Who already is involved in doing related activities? What is written that relates? Who is talking about related ideas?

3) THE PLANTING

It has been decided what the best environmental conditions are for this special seed. Now it is time for the planting - the actual hands-on experience. The planting of the seed creates a relationship between the seed and the environment. In the networking process, it is time to create that same relationship - to plant the seed in the best environment - to go out and talk with those persons or groups that have been identified as "the best environment" for the seed. The first approach to this environment is simply to establish the first level of any relationship - a personal level of friendship. If it has been determined that there is a common interest - talk about this. People love to talk about their interests. Go with the idea that the foundation of the network is the establishment of this relationship.

4) THE FEEDING

Frequently the seed first planted will grow in the natural environment with nothing extra added. Appropriate feeding soon after the planting of the seed in the chosen environment leads to the level of assurance that the seed will grow and blossom. So, too, will appropriate feeding in the networking process add to the level of assurance that its purpose will unfold. It is now time to give something extra to the networking process - something of yourself. Networking is not merely establishing relationships - it is nurturing those relationships. To assure that this network blossoms with the specific originally determined purpose, feed the chosen environment with a response to that person's or group's needs. Put yourself into this process. As the environment responds to your feeding, then the source of the feeding (that is you) takes on more value. Add some sunshine to your process.

5) THE CARING

Many seeds wither and die even after having been planted and fertilized. Now is the time for on-going care and feeding of our planting process. Being sensitive to environmental conditions - sun and rain - allow you to know when and how to care and feed regularly. Evidence of growth will begin to show, and caring must continue regularly all through the growing process. So it is with the network. There will be evidence of growth and development - information and support will start to flow - telephone calls, luncheons, letters, materials, introductions will flow. Be sensitive and be responsive to each spurt of growth - attend regularly to the network - care for it personally and regularly.

6) THE BLOOM

Sometimes even with all the care and feeding given, the seed does not bloom. A decision must be made at this point as to whether the growth is nurtured further or whether another seed is planted. So, it may grow or it may never bloom. So too may a network not bloom. If this is the case, then the conditions somehow changed or were mismatched and the network is not reaching full bloom. A decision must be made here, too. Perhaps this relationship is shifted to a secondary position in the network and a new seed is planted. On the other hand, when the network process is in full bloom, enjoy it - for now is the time to take time to smell the roses - you deserve it.

*A take-off on a suggestion by Anthony J. Lanzillo, prominent networking consultant in Louisville, Kentucky, that networking must be "cultivated".

Section III
EMPLOYABILITY SKILLS

Employability Skills

The number of women in the labor market has increased dramatically over the last decade. According to 1980 census figures in Kentucky, four of every ten workers is female. Women constitute 39.8% of the labor force in Kentucky, only slightly different from 42.1% of the work force for the United States. Today, women can expect to spend a significant portion of their lives in the work field just as most men do.

Even though more women are working and have been working over the last decades, there are persistent social factors which limit their full participation in the work force:

- Eight of ten women employed work in technical, sales, administrative support occupations; managerial, and professional specialties.
- Despite legal changes and the rapid growth of new industries, there have been few major shifts in the types of occupations in which women and men find employment. In 1900, 6 of 10 women worked in occupations in which half of the workers were women. In 1980, 3 of 4 women work in similar circumstances.
- In 1981, Kentucky women who worked full-time earned 57¢ for every dollar earned by their male counterparts (compared to 64¢ nationally).
- Numerous studies confirm that the sex composition of an occupation, independent of other occupational and personal characteristics, has a strong effect on determining the earnings of job holders.
- Despite two decades of legal and administrative efforts, the earnings gap between male and female workers appears relatively resistant to change. The earnings gap is partially contributable to sex segregation in the labor force, yet even when men and women hold the same jobs, men workers continue to earn more than women workers.

These employment statistics reflect a historical message which women have received about working; women's work is not as important as men's. Studies by the Census Bureau and the Social Security Administration corroborate the findings that women do not receive the same returns from continuous work experience as do men.

This spiralling set of conditions affects all women in general, and works even greater hardship on minority women, single mothers, or women who through divorce or widowhood are forced into the job market. These women usually have little mobility, and may live in depressed areas with high unemployment. In many cases, such a woman is unaware of the basic skills she will need in her search for work.

A person of limited work experience, or a work background which is outdated, has little idea of how her abilities fit into today's job market, and only a vague idea of what steps to take to find a job. Even for those persons who have had enough employment experience to know what kind of effort is required to look for work, the process is still exhausting, depressing, and lonely. To keep hope and self-confidence in the face of continued rejection over a period of months is almost impossible, yet such an attitude is often the only way to land a job.

The activities in this Employability Skills section are geared toward learning all the skills necessary in conducting an organized job campaign. They are designed to be experienced by women working together in a group. Reading and implementing each activity

individually will not provide the job-seeker with the emotional support and self-discipline necessary to persevere in a job search. Sharing the search with other caring and supportive people will enable each participant to master the task in an atmosphere conducive to learning - a place where new information is received, enhanced and acted upon through emotional support and encouraged behavioral change.

Resources: How Women Find Jobs: A Guide for Workshop Leaders.
Women's Educational Equity Act Program. U.S.
Department of Health, Education, and Welfare. Office
of Education.

Community Issues. Volume 7, No. 3, 1985. University
of Kentucky, College of Agriculture, Department of
Sociology.

Getting Started

The selection of an occupation is one of the more important decisions in your life. If you are unhappy with your job, you may become dissatisfied with your life. This "Getting Started" unit of the Employability Skills section will help you identify career options which fit your need for satisfying work. "Getting Started" consists of identifying interests and activities which indicate vocational choices: exploring occupational fields to select possible careers; investigating specific job markets; preparing for job entry through telephone contact and job interview simulations. The activities provide a systematic approach to selecting your most viable career option.

Activity 1: What Do You Like To Do?

This worksheet focuses on hobbies and leisure pursuits which can be the preparation for a paid occupation.

Activity 2: Interest Inventory

This inventory leads you to discover how your interests may be indicators of occupational fields.

Activity 3: Personal Rating for Vocational Interests

A rating scale which helps you determine which occupational field is the most appealing to you.

Activity 4: Occupational Research

A handout listing leading publications for occupational exploration.

Activity 5: Exploring Your Career Possibilities

An activity which will help you confirm your career choices through information collection.

Activity 6: Matching Environments

This worksheet will help you identify where, with whom, and in what type environment you will want to work.

Activity 7: What Do You Need/Want From Your Work Environment?

A scale designed to help you determine personal needs you hope will be met in your work environment.

Activity 8: The Information Interview

A fact sheet explaining what an Information Interview is and the processes to follow in setting one up.

Activity 9: Suggested Questions List for the Information Interview

A list of appropriate questions that you might use in an Information Interview.

Activity 10: Sample Thank You Letter for the Information Interview

Activity 11: Telephone Contacts, Part I

A role play activity to help group members gain confidence in calling for a job-seeking interview.

Activity 12: Locating Job Vacancies

A checklist to help you organize your search in locating job opportunities.

Activity 13: Telephone Contacts, Part II

An activity which promotes demonstration of and actual practice in calling prospective employers from the relative security of your support group.

Activity 14: Hunt for a Mentor

A guide to the selection of a helpful person who will become a mentor for you in your job search.

Activity 1: What Do You Like To Do?

Hobbies and recreational activities may be a guide to a potential job you would enjoy. A potential carpenter may work on home repairs. A plant-nursery worker may garden.

One way to discover these potential jobs is to look at what you do in your spare time.

Write in the first column 10 things that you really like to do. Put down the first things that come to mind, things that you enjoy, that are fun, that make you feel good.

<u>10 Things I Like To Do</u>	<u>Last Done</u>	<u>Done Alone</u>	<u>Done With People</u>	<u>Needs Special Equipment</u>
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____

A. List two or three potential fields that are suggested by the things you put down.

- 1) _____
- 2) _____
- 3) _____

B. I was surprised that _____

C. What skills used in your hobby can be useful in paid work?

Activity 2: Interest Inventory

Use this inventory to help you discover how your interests relate to different types of work.

Directions: Write the number on each line that tells how much you would enjoy doing each activity.

0	-----	3	-----	5	-----	7	-----	10
NO		I DON'T THINK SO		NOT SURE		I MIGHT LIKE IT		YES

1. Would you enjoy...
 - A. Preparing food in a restaurant? 1 A _____
 - B. Driving a forklift? 1 B _____
 - C. Working in a hospital? 1 C _____
 - D. Performing in front of others? 1 D _____
 - E. Installing steel beams in buildings? 1 E _____
 - F. Typing letters? 1 F _____
 - G. Working with children? 1 G _____
2. Would you enjoy...
 - A. Working in a grocery store? 2 A _____
 - B. Being an inspector? 2 B _____
 - C. Working in a nursing home? 2 C _____
 - D. Arranging plants? 2 D _____
 - E. Doing remodeling? 2 E _____
 - F. Filing letters and office forms? 2 F _____
 - G. Helping old people? 2 G _____
3. Would you enjoy...
 - A. Dusting, cleaning, and polishing? 3 A _____
 - B. Doing welding? 3 B _____
 - C. Working in a lab? 3 C _____
 - D. Singing, reading, playing music? 3 D _____
 - E. Being a plumber or electrician? 3 E _____
 - F. Working with books and records? 3 F _____
 - G. Teaching others? 3 G _____
4. Would you enjoy...
 - A. Cutting and styling other people's hair? 4 A _____
 - B. Being a general laborer? 4 B _____
 - C. Taking X-rays? 4 C _____
 - D. Working with flowers? 4 D _____
 - E. Doing carpentry or bricklaying? 4 E _____
 - F. Opening and sorting mail? 4 F _____
 - G. Helping others with their problems? 4 G _____
5. Would you enjoy...
 - A. Being an automobile mechanic? 5 A _____
 - B. Supervising other working men? 5 B _____
 - C. Working with sick people? 5 C _____
 - D. Working with crafts? 5 D _____
 - E. Building homes? 5 E _____
 - F. Answering phones? 5 F _____
 - G. Helping people who are in trouble? 5 G _____

6. Would you enjoy...

- | | | |
|-----------------------------------|-----|-------|
| A. Installing carpeting? | 6 A | _____ |
| B. Operating factory machines? | 6 B | _____ |
| C. Working with a dentist? | 6 C | _____ |
| D. Doing interior decorating? | 6 D | _____ |
| E. Driving a bulldozer? | 6 E | _____ |
| F. Working with money? | 6 F | _____ |
| G. Doing things for other people? | 6 G | _____ |

Now put the numbers you've written in these blanks and then add them together.

1A _____ +2A _____ +3A _____ +4A _____ +5A _____ +6A _____ = A _____ Service Occupations

1B _____ +2B _____ +3B _____ +4B _____ +5B _____ +6B _____ = B _____ Factory Occupations

1C _____ +2C _____ +3C _____ +4C _____ +5C _____ +6C _____ = C _____ Health Occupations

1D _____ +2D _____ +3D _____ +4D _____ +5D _____ +6D _____ = D _____ Creative Occupations

1E _____ +2E _____ +3E _____ +4E _____ +5E _____ +6E _____ = E _____ Building and Trades

1F _____ +2F _____ +3F _____ +4F _____ +5F _____ +6F _____ = F _____ Clerical Occupations

1G _____ +2G _____ +3G _____ +4G _____ +5G _____ +6G _____ = G _____ Caring and Helping
Occupations

The number you put in each total column is your score for that type of occupation. The higher your score the better you will like that type of work.

Activity 3: Personal Rating For Vocational Interests

Place a check mark at the point along the line that best expresses your liking for each of the vocational areas listed.

	STRONG DISLIKE	MILD DISLIKE	INDIF- ERENCE	MILD LIKING	STRONG LIKING
--	-------------------	-----------------	------------------	----------------	------------------

Work that keeps you outside most of the time and usually deals with animals and growing things. Forest rangers, naturalists, and farmers are typical outdoor occupations.

MECHANICAL	:	:	:	:
------------	---	---	---	---

Work with machines and tools. Jobs in this area include automobile repairmen, watchmakers, drill press-operators, and engineers.

COMPUTATIONAL	:	:	:	:
---------------	---	---	---	---

Work with numbers. Jobs such as bookkeeper, accountant, or bank teller are typical for this area.

SCIENTIFIC	:	:	:	:
------------	---	---	---	---

Work which requires you to discover new facts and solve problems. Doctors, chemists, nurses, engineers, radio repairman, aviators, and dieticians are examples of occupations in this area.

	STRONG	MILD	INDIF-	MILD	STRONG
PERSUASIVE	DISLIKE :	DISLIKE :	ERENCE :	LIKING :	LIKING

Work that requires you to meet and deal with people and to promote projects or things to sell. Actors, politicians, radio announcers, ministers, salespeople, and store clerks are occupations involving such work.

ARTISITC	:	:	:	:
----------	---	---	---	---

Creative work with your hands, usually work that has "eye appeal" involving attractive design, color and materials. painters, sculptors, architects, dress designers, hairdressers, and interior decorators all do "artistic" work.

LITERARY	:	:	:	:
----------	---	---	---	---

Work that requires you to read and write. Literary jobs include novelist, historian, teacher, actor, news reporter, editor, drama critic, and book reviewer.

MUSICAL	:	:	:	:
---------	---	---	---	---

Going to concerts, playing instruments, singing or reading about music and musicians. Musician, choir director, music teacher, music store sales, composer.

	STRONG	MILD	INDIF-	MILD	STRONG
SOCIAL SERVICE	DISLIKE	: DISLIKE	: FERENCE	: LIKING	: LIKING

Work that involves helping people.
Nurses, Boy or Girl Scout Leaders, vocational counselors, tutors, ministers, personnel workers, social workers, and hospital attendants spend much of their time helping other people.

CLERICAL	:	:	:	:
----------	---	---	---	---

Office work that requires precision and accuracy. Jobs such as bookkeeper, accountant file clerk, sales clerk, secretary, statistician and traffic manager fall in this area.

A. List your 3 highest personal choice areas and tell why each is important to you:

- 1) _____
- 2) _____
- 3) _____

B. List your 3 lowest personal choice areas and your reason why these were ranked low:

- 1) _____
- 2) _____
- 3) _____

Activity 4: Occupational Research

Use the resources listed below to explore occupation fields and identify specific jobs and their requirements.

Occupational Outlook Handbook:

U.S. Department of Labor; Bureau of Labor and Statistics,
Superintendent of Documents, U.S. Government Printing Office,
Washington, D.C., 20402.

Provides information on some 200 occupations detailing nature of the work, working conditions, employment, training, qualifications, advancement, and job outlook. Information of 3 of every 5 jobs in the economy is covered although most attention is given jobs which require considerable education or training and that are projected to grow rapidly.

Occupational Outlook Quarterly:

Department of Labor, Bureau of Labor Statistics, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

Quarterly magazine containing the latest job information on emerging occupations, labor force trends, new technology, etc. Price \$11 per year, may be ordered from above address.

Guide to Occupational Exploration:

U.S. Department of Labor, Employment and Training Administration, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

This guidebook provides information of the interests, aptitudes, adaptabilities, and other requisites of eleven classifications of occupational groups: Artistic; Scientific; Plants and Animals; Protective; Mechanical; Industrial; Business Detail; Selling; Accomodating; Humanitarian; Leading-Influencing; and Physical Performing.

Dictionary of Occupational Titles (D.O.T.):

U.S. Department of Labor, Employment and Training Administration, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

The D.O.T. contains descriptions of thousands of occupations. Each job title is assigned a 9-digit code number which classifies the occupation on the basis of products or services provided or the processes and material used.

Activity 5: Exploring Your Career Possibilities

From your work in the preceding activities in this unit, you should have some indication of possible career choices. Use this handout to narrow your field of search.

- A. Make a list of the careers which appeal to you.

- B. Read all about it. For each career opportunity listed in A, gather printed material concerning that job. Possible sources may be:

Libraries	Company Reports
Career Resources Centers	Newspapers
Bookstores	Government Agencies

Look at each piece of printed information carefully to check the validity of the information. The following questions will be helpful:

	Yes	No
Is the information accurate?	_____	_____
Is the information up-to-date?	_____	_____
Is the information biased?	_____	_____
Is the information comprehensive?	_____	_____

- C. Take a Closer Look

Job information that looks good on paper may be less attractive in real life. Expand your career exploration by:

- 1) Talking with someone who works in an occupation which interests you.
- 2) Do some type of volunteer work in an organization which employs persons who hold jobs in which you are interested. A short-term investment of volunteer time will provide valuable information about a job which could not be obtained elsewhere.

What conclusions about your choice can you now make after having both "read all about it" and having taken "a closer look"?

Activity 6: Matching Environments

Name five GEOGRAPHIC LOCATIONS you dislike (places you would not like to live):

- 1.
- 2.
- 3.
- 4.
- 5.

Name five GEOGRAPHIC LOCATIONS you would prefer (places you would like to live):

- 1.
- 2.
- 3.
- 4.
- 5.

Name five PHYSICAL SETTINGS you dislike in a work setting (include aesthetic concerns, such as drab color; sensory concerns, such as polluted environments; actual work settings, such as offices (without windows?), factories, outdoors, etc.):

- 1.
- 2.
- 3.
- 4.
- 5.

Name five PHYSICAL SETTINGS in which you would prefer to work:

- 1.
- 2.
- 3.
- 4.
- 5.

Name five TARGET POPULATION GROUPS you dislike and would not like to work with:

- 1.
- 2.
- 3.
- 4.
- 5.

Name five TARGET POPULATION GROUPS you would prefer to work with:

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 7: What Do You Need/Want From Your Work Environment?

Ideas about the characteristics of a desirable working situation vary greatly from individual to individual. The following inventory consists of 17 items, each one describing two extremes of a major work characteristic. There are no right or wrong answers. For each item, place a check on the line closest to the way you feel about that item. An "X" in the middle, under "not important," would indicate that you have no strong feelings about that particular work characteristic. Those you feel strongly about will get a check closer to one side than the other.

ITEM	VERY IMPORTANT	NOT IMPORTANT	VERY IMPORTANT	ITEM
Example: Work for an organization		X		Self-employed
	(mark indicates this is of moderate importance)			
Work for an organization				Self-employed
Close supervision				No supervision
Structured environment; definite job description, set responsibilities				Unstructured environment; work on own initiative
Low level of responsibility; no need to make tough decisions				High level of responsibility; make key decisions regularly
Short hours; at most a 9-5 job				Job responsibilities demand time investment of more than 9-5
Guaranteed regular hours				Possibility of overtime or shift work
Perform similar functions continuously				Variety of duties every day
Work offers security and steady employment				Work involves risk-taking; high degree of challenge/adventure
Slow-paced, low pressure work				Fast-paced, busy every minute; high pressure work

ITEM	VERY IMPORTANT	NOT IMPORTANT	VERY IMPORTANT	ITEM
Visible end product; specific, achievable goals	_____			Few tangible end products; long-range goals
Work indoors in pleasing and comfortable environment	_____			Work outdoors in natural environment
Involves little or no travel	_____			Involves frequent travel
Early retirement	_____			Opportunity for work over 65
Work near home	_____			Live $\frac{1}{2}$ hour or more from work
Work offers low degree status	_____			Work involves high prestige and status
Work for large organization	_____			Work for small organization
Few opportunities for advancement	_____			Many opportunities for advancement

Activity 8: The Information Interview

The information interview is an excellent method for gathering data about careers, the job market, key company positions, and organizations. It can be a productive tool, but is often misused by job seekers. Never use an information interview as an opportunity to ask an employer for a job.

Types of Interviews:

- (1) Surveying the Career: Talk to someone working in the field of your interest, preferably a person recognized as successful and who can provide information about many aspects of the career.
- (2) Researching the organization: You have a special interest in this company, so you want to talk to many persons holding different positions in order to become informed about the company's policies, procedures, formal and informal benefits.
- (3) Finding Target People: This interview is requested after you have gained information about the company. You are attempting to interview the person who would recommend hiring if you were to apply for employment. Do not attempt this interview until:
 - a) You have done enough interviewing to know you are really interested in the company,
 - b) You have interviewed people who work in this field
 - c) You have read available printed material about this company
 - d) You know of one company process, issue, or problem that your employment might redress through your qualifications.

Tips for Getting Started:

- (1) Plan your approach; in asking for an interview, either by direct contact (walk-in, phone, letter) or personal referral (through a third party). Each has its advantages. Through personal referral you are risking less by accessing the company through someone you trust. Direct contact is quicker, and helps you develop your assertiveness.
- (2) Conduct informative interviews over a limited time span. Interviews of the 3 types previously described may occur within 2-3 months; do not "bombard" company with your presence for an extended period.
- (3) Plan a manageable interview agenda - don't overcrowd by attempting to get too much information. Be alert to time limits; don't overstay your welcome.

- (4) Prepare questions in advance - Have open-ended questions ready, but be alert to spontaneous conversation which is often very valuable; focus on the person and really listen to what he or she is saying.
- (5) After each interview, write the person a short note thanking him or her for the time and helpful information.

Activity 9: Suggested Questions List for the Information Interview

These are only suggestions. You will want to choose carefully the questions which will get the information you need.

1. In the position you now hold, what do you do on a typical day?
2. What are the most interesting aspects of your job?
3. What part of your work do you consider dull or repetitious?
What percentage of your time do you have to devote to this?
4. What were the jobs that you had which led to this one?
5. How long does it take usually to move from one step to the next in this career path? If you are limited in advancement, please explain how you are limited.
6. What is the step above the one you now have? What type of salary increase will accompany advancement?
7. What is the top job you can have in this career?
8. Are there other areas of this field to which people in it may be transferred? What are they?
9. What are the prerequisites for jobs in this field?
10. Are there any specific courses a student might take that would be particularly beneficial in this field? Volunteer work or field experience?
11. What entry level jobs qualify one for this field?
12. What types of training do companies give to persons entering this field?
13. What are the salary ranges for various levels in this field?
14. What aspects of a career in this field do you consider especially good? Bad?
15. What special advice would you give a person entering this field?
16. Is there a demand for people in this field? Does it appear there will be a demand in the near future (5-10 years)?
17. Do you view this field as a growing one?
18. How do you see the jobs in the field changing over the next two years?

19. What is the best way to obtain a position which will start me on a career in this field?
20. Do you have information on job specifications and descriptions which I may have?
21. Where is the person who had your job before you?

Adapted from Career and Life Planning Course Outline - Adrian College

Activity 10: Sample Thank You Letter for the Information Interview

Date

Name
Position
Address

Dear _____:

Thank you for your time yesterday and a very interesting interview. The information you shared with me is so helpful in confirming my career goals.

I was especially interested in _____.

Thank you again for your kindness and courtesy.

Sincerely,

____:dap

Activity 11: Telephone Contacts, Part I

An efficient way to uncover future job openings is to use the telephone. By using telephone calls, you can contact many companies in a short length of time and gather information faster and easier. You are more likely to contact the person doing the hiring, and you will know what to expect when you visit a company for an interview.

A telephone contact has four basic parts:

- Name "Hello, my name is _____."
- Position "I am interested in a position as a(n) _____."
- The "Hook" Tell the employer what you have done, what you can do, and what you can offer.
- The Goal "When may I come in for an interview and with whom will I be speaking?"

In order to increase the possibilities for success, group members may practice telephone contacts as described below until they feel more confident.

Step 1: Have the large group split up into groups of three. Encourage students to join those whom they do not know well.

Step 2: Explain the basics. Everyone in the group is to exchange roles so that each person becomes, in turn, a job-seeker, a person who answers the phone, and a critic. Here is what each role involves:

- The job-seeker is allowed to define the job sought, tell whom he or she is calling, and state the source of the job lead.
- The phone answerer could be a receptionist, a janitor, or anyone other than an employer. The person who answers the phone can creatively screen out the job-seeker (by transferring the call to personnel, or whatever), but shouldn't make it impossible for a job-seeker to get through if a good approach is used.
- The critic listens to the exchange and says nothing until it is over. The critic should make a specific effort to provide the job-seeker with feedback on how the objectives could have been obtained more effectively.

- Step 3: Make sure everyone plays the part of a job-seeker at least once. When all have, initiate a discussion. Here are several things you could ask:
- Did anyone get past the phone answerer? If yes, have the critic first explain what happened and then review the interaction as needed.
 - Did anyone get turned down? Again ask the critic's opinion of what the job-seeker might have done in order to have achieved at least one of the objectives. Ask the phone answerer's impressions regarding how close that job-seeker came to getting through to the employer.
 - Did anyone feel that a job-seeker almost made it? Encourage the group to analyze each interaction in terms of how the job-seeker could more effectively meet his or her objectives.

Adapted from The Work Book, McKnight Publishing Co., Bloomington, Illinois.

Activity 12: Locating Job Vacancies

A positive relationship exists between the number of sources used to find employment and the success of the job seeker. Have you used the following sources in your search for employment? Use this checklist to help you organize your search.

1. Information interviewing

- Talk to professionals and others associated with your field for advice and suggestions about the areas in which you would like to work.

Yes ____ No ____

Persons interviewed: _____

2. Yellow Pages

- Employers are classified by type of work and/or service provided.
- Look for broad employer categories first.
- Check under two or three related categories.
- Look under "associations" and "Societies"

Using the Yellow Pages of your local telephone directory and/or the geographical area in which you plan to look for a job, list the places which you might reasonably expect to find employment. List also the address and telephone numbers.

Employer Name	Address and Phone Number
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Business Section of Newspapers

- Changes mentioned here are often accompanied by changes in staff.
- New company in town?
- Expanding office?
- New line of products or services?
- Acquisition of a new technical system or process?
- Promotions? Retirements?
- New contracts or grants awarded?

#1 Using your local newspaper and newspapers from surrounding areas, start a collection of help wanted ads which advertise jobs that appeal to you.

#2 Using your local/surrounding area newspapers, begin reading the business section and cutting out articles which pertain to companies you have listed as possible employers.

Activities I have done in this area: _____

4. Networking

- Let friends, relatives, former employers, co-workers, and teachers know that you are looking for a job.
- Consider sending them a personal letter with a few copies of your resume, asking that they forward it to any contacts they have in your field of interest.
- List below the persons you can include in your networking scheme:

<u>Name:</u>	<u>Call:</u>	<u>Send Resume.</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Activity 13: Telephone Contacts, Part II

Practice Calls to Employers

While this is an exercise conducted as part of a group learning experience, it is also a serious foray into the real world of employers. In this activity, students are to make actual phone calls while being monitored by their fellow group members. This exercise does require access to a telephone.

Step 1: Explain the basics of the exercise. Use the telephone calling format described in Activity 9. Students will be expected to contact someone in the company for a job interview.

Step 2: Before the first call is made, help the people decide whom to call. There are several ways to do this:

- Have persons join a small group and have each group brainstorm for possible people to call.
- Suggest that students use the "Locating Job Vacancies" Activity 10 in this section.

Step 3: At your option, you could now do one of the following:

- Make the initial call yourself. That's right. If you haven't done it yourself, how can you expect your students to do it? It is rather frightening, isn't it?
- Have one person make a call, while everyone else listens in.
- Ask the people to form groups of three or four. Each group is to elect one of its members to make a phone call. The others are to listen in.

Be sure to remind them to keep calling different places or people until they get to talk to someone. Remember that people who work in small businesses will be much more accessible than those in larger ones.

Step 4: Depending on how you decided to do the exercise, you may want to review thoroughly what happened or to review the exercise lightly and encourage everyone to have a try at the phones.

Step 5: If everyone was not able to use a phone, encourage them to do so independently; you might ask them to document whom they contacted and what happened.

Notes: This can be a very useful exercise. It presents one of the very few situations in the job search where you can directly observe and modify what a job-seeker does or does not do as he or she makes a direct contact with an employer.

Activity 14: Hunt For a Mentor

If you want to find a job in your "special field," then it makes sense to seek out someone who is an expert in the job you are interested. Learn as much as you can - what kind of education or training did this person have? Solicit advice.

Self-help groups often help provide a much wider range of acquaintances than those we each have alone. The person sitting next to you may be able to recommend someone for you to interview.

DIRECTIONS: In groups of three, each individual should identify the field in which he/she is looking for a job. Ask yourself, "Whom do I know or where have I seen or heard of someone who does what I would like to do?" Ask for suggestions, names, telephone numbers of people to call for an information interview. You may wish to check the telephone directory. Write the information in the space below.

<u>Type of Work</u>	<u>Contact Person</u>	<u>Phone Number</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Possible mentors for me: _____

Ways I can establish a mentor network with them:

Resume Writing

The resume is an important part of your job seeking process. The word resume comes from a French word meaning "a brief history of one's life." As such, the resume represents in writing the skills, accomplishments and qualifications you bring to a prospective employer.

This Resume Writing Unit contains activities which lead to the preparation of an effective resume. Each exercise is designed to help you organize your qualifications and accomplishments in ways that demonstrate your uniqueness. The Unit is divided into 3 parts: (1) Organizing Your Skills, (2) Preparing the Resume, and (3) Mail-out to Prospective Employers. The following brief description of each part provides an explanation of each activity.

Part 1: Organizing Your Skills

Activity 1: Taking Personal Inventory: Reviewing Your Experiences

This is an "inventory sheer" designed to help persons who have not had an extensive work history to look at life activities which translate to work experiences.

Activity 2: Useful Words and Phrases

This list helps applicants select the most appropriate word or phrase to describe personal experiences.

Part 2: Preparing the Resume

Activity 3: Five types of resume formats, listing both advantages and disadvantages, are presented to help you determine the format best suited to your needs.

Activity 4: Examples of five types of resume formats are shown.

Part 3: Mail-out to Prospective Employers

Activity 5: This activity introduces the necessity of cover letters and provides guidelines for their construction.

Activity 6: Gives examples of a variety of cover letters, including letters of application, inquiry and one which answers an advertisement.

Activity 7: Provides a checklist by which you can improve the probability of successfully constructing an effective cover letter.

Activity 1

TAKING A PERSONAL INVENTORY: REVIEWING YOUR EXPERIENCES

Before you begin the checklists in this section, spend a few minutes thinking back over all the things you have done. Use the "Notes on Things I Have Done" worksheet on the next page to help you remember. Be sure to list the things you especially liked doing and feel you did well.

When you have noted all of the things you have done, turn to the checklists on the following pages. These are things that other women have accomplished. Compare yourself to these women by checking each item that relates to you.

NOTES ON THINGS I HAVE DONE

Homemaking/Parenting

Volunteer Work/Community Service

Paid Work

School/Noncredit Courses, Training

Travel

Hobbies/Recreation

Anything Else

IS THIS SOMETHING YOU HAVE DONE? IF YES, PUT A CHECK:

- I. ☐ Grow flowering plants, trees, or shrubs
☐ Floral design; flower arranging
☐ Pet grooming and/or training
☐ Landscape design
☐ Lawn maintenance
☐ Vegetable or fruit growing
☐ Breed and raise pets or farm animals for sale
☐ Care for an ill pet or farm animal
☐ Sell plants or plant products (fruits, vegetables)
☐ Select plants, trees, or flowers for a given purpose
- II. ☐ Manage household budget and financial records
☐ Hold elective office in an organization
☐ Do typing, filing or office work for an organization
☐ Take responsibility for the day-to-day administration of an organization or group
☐ Supervise others
☐ Take responsibility for the financial management of an organization
☐ Use a home computer or data processing equipment
☐ Maintain financial or sales records for an organization
☐ Handle credit and/or loan applications for family or organization
☐ Establish procedures to monitor income and expenditures
- III. ☐ Speak before large groups
☐ Obtain and schedule speakers, performers and/or films

- _____ Develop audio-visual materials (films, tapes, etc.)
for an organization or group
- _____ Write or edit a newsletter
- _____ Take photographs for an organization
- _____ Write press releases
- _____ Act in or announce for a play, radio, or TV program
- _____ Repair a radio or TV
- _____ Handle sound effects, lighting, etc., for a play, radio
or TV program
- _____ Operate and maintain audio-visual equipment for an
organization

- IV. _____ Do interior decorating
- _____ Build furniture
 - _____ Do painting, wallpapering, or paneling
 - _____ Do home carpentry, and/or construction
 - _____ Make electrical repairs in the home
 - _____ Make plumbing repairs in the home
 - _____ Install insulation or other energy-savers
 - _____ Do tile setting or masonry work in the home
 - _____ Draw blueprints or floor plans

- V. _____ Design posters or other graphics for an organization
or group
- _____ Design or lay out a newspaper or brochure
 - _____ Operate printing equipment
 - _____ Design clothing, jewelry, or craft items
 - _____ Perform in public as a musician, actress or dancer

- _____ Serve as a guide in an art or historical museum
- _____ Develop displays for a library or museum
- _____ Write short stories or plays
- _____ Use aesthetic guidelines to plan or evaluate a design or artistic product
- _____ Evaluate a work of art, a piece of music, or a piece of literature using accepted criteria and standards
- VI. _____ Provide home health care
 - _____ Give first aid for minor injuries
 - _____ Diagnose and deal with childhood diseases
 - _____ Care for a handicapped or elderly family member
 - _____ Assist in caring for the ill or handicapped in a hospital or nursing home
 - _____ Help provide emergency medical assistance in a hospital or as a member of a rescue squad
 - _____ Help provide occupational or recreational therapy for patients in a hospital or nursing home
 - _____ Assist in a hospital laboratory or pharmacy
 - _____ Perform basic life-support first aid functions
 - _____ Help maintain medical records in a hospital or nursing home
- VII. _____ Do family cooking and baking
 - _____ Do quantity food preparation for an organization or group
 - _____ Organize family recreation, social events, and entertainment
 - _____ Plan and arrange family vacations and travel
 - _____ Arrange group trips for an organization
 - _____ Entertain or organize recreation for groups of children or adults
 - _____ Teach or coach a sport

- _____ Organize a dinner or dance for an organization
- _____ Do gourmet cooking
- _____ Organize and supervise food service for a large party
- VIII. _____ Manage time, schedule activities, and supervise others
 - _____ Set priorities
 - _____ Do craft projects, such as ceramics, jewelry making, stained glass, etc.
 - _____ Train others to work in an organization
 - _____ Organize and carry out the restoration or rehabilitation of a home, neighborhood, or building
 - _____ Make mechanical repairs on home appliances and/or equipment
 - _____ Build a radio, stereo set, TV, or other electrical device from a kit
 - _____ Build a terrace, deck, fence, or other outdoor feature
 - _____ Reputty windows and/or replace broken panes of glass
- IX. _____ Evaluate and purchase food, appliances, furnishings, etc. for home use
 - _____ Select and price items to be sold by an organization or group
 - _____ Organize a sale
 - _____ Create advertising or promotional materials for a sale or organization
 - _____ Sell a product or service for an organization
 - _____ Do fund raising for an organization or group
 - _____ Survey and choose among suppliers of products or services for an organization or group
 - _____ Maintain sales records for an organization's store or sale
 - _____ Organize or take part in a food cooperative
 - _____ Evaluate potential markets for products or services

- X. ☐ Clean and care for family clothing
- ☐ Do housecleaning and supervise home maintenance
- ☐ Assist family members with personal grooming or general beauty care
- ☐ Give hair cuts to family members
- ☐ Help family members with hair coloring, permanents, etc.
- ☐ Repair and/or restore textile items
- ☐ Create, alter, or remodel clothing for children or adults
- ☐ Care for an infant
- ☐ Select coordinated clothing
- ☐ Explain the properties of various types of fibers and textiles
- XI. ☐ Refer to others as sources of information or assistance
- ☐ Help others obtain their rights (civil, legal, as consumers, etc.)
- ☐ Serve as a member of a volunteer fire or police group
- ☐ Counsel children and/or adults, individually or in groups
- ☐ Conduct a survey by telephone or mail questionnaire
- ☐ Serve as a volunteer in a social service, rehabilitation, or probation organization
- ☐ Work with the emotionally disturbed or mentally retarded
- ☐ Teach groups of children and/or adults
- ☐ Tutor individual children or adults
- ☐ Serve as a volunteer in a school or community library
- XII. ☐ Provide family transportation
- ☐ Drive a truck, van, or bus for an organization or group
- ☐ Supervise automobile maintenance

- _____ Make routine automobile repairs (oil change, coolant change, etc.)
- _____ Plan, schedule, and monitor pick-ups and deliveries of people or material for an organization or group
- _____ Operate a motor boat or airplane
- _____ Help dispatch ambulances or other emergency vehicles
- _____ Plan or select a transportation route or system that will be most time and cost effective
- _____ Read maps to plan transportation routes
- _____ Select vehicles to be used by an organization

SELF-SCORER

Now go back and count the number of checks you have in each group.

Write the numbers in the spaces below:

I: _____	VII: _____
II: _____	VIII: _____
III. _____	IX. _____
IV. _____	X. _____
V. _____	XI. _____
VI. _____	XII. _____

These groups correspond to Occupational Clusters. If you have a lot of experience in one of these occupational clusters, you may want to think about jobs in this kind of work. Your experience may also help you get college credit for some of the things you have done. Talk to a counselor at a college or vocational training institute to get more information about occupations related to your experiences and about credit for what you have done.

The Occupational Clusters are:

I. Agriculture and Agribusiness	VII. Food Service, Hospitality and Recreation
II. Business, Data Processing, and Office	VIII. Manufacturing, Repair, and Technical
III. Communications and Media	IX. Marketing and Distribution
IV. Construction and Building	X. Personal Services
V. Applied, Graphic and Fine Arts and Humanities	XI. Public Service
VI. Health	XII. Transportation

Activity 2

USEFUL WORDS AND PHRASES

It is important to use action words and short sentences in a resume. Employers want to know what you accomplished in previous jobs, school and volunteer work. This is no time to be shy. Look through the following list of words and phrases. Pick out those that fit you and apply to your desired job. See if you can use these and similar words in your own resume. Even if you have never worked, you have hundreds of skills and abilities. Check those that you have used in previous jobs and other activities. Also check those that would apply to you in a future job.

About You and Your Strengths

_____ enthusiastic	_____ a fast learner	_____ a problem solver
_____ competent	_____ trustworthy	_____ a coordinator
_____ organized	_____ talented	_____ a manager
_____ motivated	_____ a leader	_____ efficient
_____ effective	_____ cooperative	_____ a trainer
_____ responsible	_____ an administrator	_____ an achiever
_____ assertive	_____ dedicated	_____ a willing worker
_____ a risk taker	_____ a generalist	_____ a developer
_____ dynamic	_____ reliable	_____ a specialist
_____ skilled	_____ punctual	_____ a troubleshooter
_____ bilingual	_____ a motivator	

About Your Experience

_____ comprehensive	_____ intensive	_____ general
_____ successful	_____ solid	_____ competent
_____ broad	_____ consistent record of (growth, promotion, etc.)	
_____ specific	_____ extensive	

About Your Abilities and Skills

_____ plan	_____ develop	_____ assist
_____ conceive	_____ create	_____ communicate
_____ supervise	_____ delegate	_____ recruit
_____ interview	_____ understand	_____ modify
_____ solve problems	_____ implement	_____ analyze
_____ write, compose	_____ train, teach	_____ innovate
_____ increase profits	_____ reduce expenses	_____ increase productivity
_____ schedule	_____ practice	_____ establish priorities
_____ initiate	_____ work well with others	

Relating to Data

<input type="checkbox"/> synthesize	<input type="checkbox"/> coordinate	<input type="checkbox"/> analyze
<input type="checkbox"/> complete	<input type="checkbox"/> compute	<input type="checkbox"/> copy
<input type="checkbox"/> compare		

Relating to People

<input type="checkbox"/> mentor	<input type="checkbox"/> negotiate	<input type="checkbox"/> instruct
<input type="checkbox"/> supervise	<input type="checkbox"/> divert	<input type="checkbox"/> persuade
<input type="checkbox"/> speak/signal	<input type="checkbox"/> communicate	<input type="checkbox"/> take instruction
<input type="checkbox"/> poise	<input type="checkbox"/> encourage others	<input type="checkbox"/> accept supervision
<input type="checkbox"/> public speaking	<input type="checkbox"/> team member	<input type="checkbox"/> debating
<input type="checkbox"/> persuasive	<input type="checkbox"/> hire/fire	<input type="checkbox"/> understand
<input type="checkbox"/> influential	<input type="checkbox"/> develop support	<input type="checkbox"/> crisis intervention
<input type="checkbox"/> serve	<input type="checkbox"/> develop trust	<input type="checkbox"/> promote
<input type="checkbox"/> help	<input type="checkbox"/> interpersonal skills	

Relating to Things

<input type="checkbox"/> set up	<input type="checkbox"/> manage money	<input type="checkbox"/> selling
<input type="checkbox"/> operate/control	<input type="checkbox"/> write reports	<input type="checkbox"/> sports
<input type="checkbox"/> organize	<input type="checkbox"/> policy making	<input type="checkbox"/> summarize
<input type="checkbox"/> coordinate	<input type="checkbox"/> precision work	<input type="checkbox"/> comprehend
<input type="checkbox"/> research	<input type="checkbox"/> driving/operating	<input type="checkbox"/> initiate projects
<input type="checkbox"/> appraise	<input type="checkbox"/> handle	<input type="checkbox"/> fund raising
<input type="checkbox"/> numerical ability	<input type="checkbox"/> evaluation	<input type="checkbox"/> showmanship
<input type="checkbox"/> install	<input type="checkbox"/> memory skills	<input type="checkbox"/> design
<input type="checkbox"/> demonstrate	<input type="checkbox"/> budget	<input type="checkbox"/> pr 'uce
<input type="checkbox"/> perform music	<input type="checkbox"/> bookkeeping	<input type="checkbox"/> tending
<input type="checkbox"/> artistic presentations		<input type="checkbox"/> manipulate
<input type="checkbox"/> program development		<input type="checkbox"/> planning
<input type="checkbox"/> work well under pressure		<input type="checkbox"/> purchase
<input type="checkbox"/> filing/typing	<input type="checkbox"/> act	<input type="checkbox"/> building

Now circle at least ten words or phrases in the preceding lists that best describe your qualifications. Of course, these should represent skills that you most want to have in your next position. Also, you should be able to give an example of how you have used this skill or ability. Then use words in your resume. Write out examples that demonstrate how you used these skills. Make sure that these skills relate to your career objective. Some examples are:

- Reorganized the entire work flow of the office, increasing output significantly.
- Oversaw maintenance of \$3 million worth of equipment.
- Wrote four publications in the field.
- Maintained all department sales records and performance targets.
- Developed new procedures to ...
- Prepared bibliography on environmental hazards.
- Handled finances, organized meetings, and directed activities of 50 men and women.
- Taught two undergraduate courses while completing Ph.D. work.
- Designed and implemented innovative inventory system.
- Cut production time by 20 percent.
- Created a new product image and sold this concept to the marketing committee.

Activity 3

SELECTING YOUR RESUME FORMAT

There are many variations of a resume format. It is to your advantage to select the style which best fits your needs. Listed below are summaries of advantages and disadvantages of five resume types. Check each statement that applies to you, then select the format best for you. If you are still unclear about which format to choose, try doing a couple of approaches and comparing the results.

Chronological

IS Advantageous

_____ When name of last employer is an important consideration

_____ When staying in the same field as previous jobs

_____ When job history shows real growth and development

_____ When prior titles are impressive

_____ In highly traditional fields (education, government)

Is NOT Advantageous

_____ When work history is spotty

_____ When changing career goals

_____ When you have changed employment too frequently

_____ When you wish to de-emphasize age

_____ When you have doing the same thing too long

_____ When you have been absent from the job market for a while

_____ When you are looking for your first job

Functional

IS Advantageous

_____ When you want to emphasize capabilities not used in recent work experience

_____ When changing careers

Is NOT Advantageous

_____ When you want to emphasize a management growth pattern

_____ For highly traditional fields, such as teaching, ministerial, political, where the specific employers are of paramount interest

- | | |
|---|---|
| _____ When entering job market
for the first time | _____ Where you have performed a
limited number of functions
in your work |
| _____ Re-entering job market after
an absence | _____ Your most recent employers
have been highly prestigious |
| _____ If career growth in past
has not been good | |
| _____ When you have had a variety
of different, relatively un-
connected work experiences | |
| _____ Where much of your work has
been free-lance, consulting,
or temporary | |

Targeted

Includes most of the advantages and disadvantages of the functional resume and these further considerations:

IS Advantageous

Is NOT Advantageous

- | | |
|---|---|
| _____ When you are very clear
about your job target | _____ When you want to use one
resume for several applications |
| _____ You have several directions
to go and want a different
resume for each | _____ You are not clear about your
capabilities and accomplishments |
| _____ You want to emphasize
capabilities you possess,
but may not have paid
experience | _____ When you are just starting
your career and have little
experience |

Resume Alternative

IS Advantageous

Is NOT Advantageous

- | | |
|---|--|
| _____ When you have little or
no work experience | _____ When you have had enough
experience to warrant a
functional or chronological
resume |
| _____ When you have been out of the
job market for a long time | _____ If you have not decided what
you want to do |

_____ When you are willing to do solid research on a particular employer of interest

_____ If you are not clear about the contribution you can make to an organization

_____ When you know the name or can find out the name of the person who will make the hiring decision

Creative Alternative

IS Advantageous

Is NOT Advantageous

_____ In fields in which written or visual creativity are prime requisites of the job

_____ If you are planning to go through personnel

_____ If you are not very sure of your creative ability

_____ The medium or your work is appropriate to a printed form

_____ If you are looking for a management position

Summary: It's your move. After having reviewed the five resume formats and checked all of the appropriate boxes for advantages and disadvantages, which format do you wish to follow?

_____ Chronological Resume: most traditional; appropriate if you are looking for a career which is next logical step in your career; shows progressive work experience and accomplishments

_____ Functional Resume: emphasizes skills and expertise with documented references from volunteer and paid employment

_____ Targeted Resume: useful when you are sure of your professional career direction and your capabilities to fulfill requirements related to career opportunities

_____ Creative Alternative: viable alternative in career fields where originality of approach will be a valuable contribution to the organization

_____ Resume Alternative: necessary when you have had little paid work experience and have been out of job market or school for a long time

Activity 4: Sample Chronological Resume

Mark Smith
1000 Main Street
Dekalb, Illinois 45673
Telephone Home: (000) 000-0000
Office: (000) 000-0000

Professional Objective

Retail sales manager for an organization which can make use of my experience in creating new sales promotions and in developing delivery of sales services to customers.

Education

B.S., University of Kentucky, 1971.
Major: Marketing. Top third of graduating class. Special emphasis on retail sales and merchandising. Considerable work in Accounting and Data Processing.

Experience

1975 to
Present

XYZ Shop, Evanston, Illinois.
Assistant Manager. Responsible for all advertising and copy layout for this large department store. Worked closely with all buyers in planning sales campaigns. Coordinated and completed modernization plans for basement floor. Assisted in selection of men's suits and shoes. Trained new sales personnel and implemented new training program.

1971 to
1975

T.S. Company, Rockfield, Illinois.
Retail Shoe Sales. Started as clerk. After six months, promoted to new outlet as Assistant Manager. Responsible for all display work, newspaper advertising, and sales promotion. The store had an annual volume of \$250,000.

Summer Work

Earned 50% of total college expenses selling cooking ware on commission for four summers.

Military Service

United States Army, 1969-1971.
Communication Specialist. Spent most of the time in Vietnam working as a communication and pacification relations officer. Present Draft Status-1-C.

Background

Active in community affairs, such as Junior Chamber of Commerce and active alumnus of University of Kentucky. Member of social fraternity. Wife is a social worker. No children.

Interests

Primarily interested in hiking - outdoor activities and environmental societies, such as the Sierra Club.

References

References will be furnished upon request.

Activity 4: Sample Functional Resume

Janet Smith
605 Main Street
Rocktown, Maryland 0000C
Telephone: (301) 111-1111

PROFESSIONAL OBJECTIVE

Administrative Assistant position that would make use of coordinating, analyzing, planning and budgeting skills.

COORDINATING SKILLS

Coordinated fund-raising activities of twenty members of the local Parent Teachers Organization, successfully raising \$6,000 for playground facilities. As member of the Women's League of United Lutheran Church, initiated a relief center to meet clothing needs of the community. Also developed a schedule to meet demands of five busy household members, including carpools, cleaning, cooking, and general house management.

BUDGETING SKILLS

As Treasurer of our local Arts Association, managed \$10,000 budget for two years.

Organized and managed family budget for 17 years. During this period, have accumulated savings necessary for four years of college for my daughter. In addition to financial matters, have learned to budget time, through well-organized scheduling of my community activities and family responsibilities.

COMMUNICATION SKILLS

Developed interpersonal skills during ten years' experience with PTA and church members. Have learned the subtleties of persuading adults to contribute time and money to community projects. Have invested considerable time and effort in developing open communication between family members. Possess ability to retain a sense of humor in tense situations.

INTERESTS

Traveling, reading, and sewing.

MEMBERSHIPS

Elected treasurer of local Art Association - 3 year term. Voted to Board of Directors for United Lutheran Church - 1 year term. President of PTA 2 years consecutively.

REFERENCES

References furnished upon request.

Activity 4: Sample Targeted Resume

Jane Jones
350 S. Main Street
Shady Grove, Florida
Telephone: (000) 000-0000

CAREER OBJECTIVE: Seeking position as assistant to Director of Public Relations. Desire opportunity to utilize my skills in design, management, analysis, writing and inter-personal relations.

ART/DESIGN/ PRODUCTION SKILLS: Edited, organized, typed, proofed, designed layout and artwork, and ordered printing for brochures, fliers, booklets, etc., for information-centered placement office of a large college. Served as contact person for outside printers. Prepared designs and camera-ready art for a variety of clients on a free-lance basis.

PUBLIC RELATIONS SKILLS: Assisted staff in placement office by helping employers with job listings, answering inquiries about placement office functions and services; assisted with planning and setting up annual Job Fair-greeted employers, lettered nametags, helped employers set up, acted as troubleshooter for last-minute needs.

MANAGEMENT/ LEADERSHIP SKILLS: Supervised a secretarial staff of five. Coordinated work schedules, organized work flow, trained new personnel and served as office manager.

WRITING SKILLS: Answered general information correspondence. Wrote memos and letters of request. Composed justifications for new equipment and tuition assistance requests. Took notes and prepared minutes for staff and committee meetings. Edited and proofread all copy to be typed or duplicated.

STRENGTHS: Ability to coordinate activities logically, find creative solutions to problems, work out satisfying compromises, and establish priorities so that deadlines are met. Ability to see the "big picture" - to understand how all the pieces fit together and why. Sense of responsibility and dependability. Wide variety of interests and abilities. Willingness to try new things and learn whatever I can.

EMPLOYMENT HISTORY: Administrative Assistant and Secretary to Placement, XYZ College, Florida (7 years). Administrative Assistant and bookkeeper, First National Bank, Florida (2 years). Various freelance assignments, designs for brochures, fliers, etc. (7 years).

EDUCATION: B.A. Degree, XYZ College, 1982. Major in Public Relations and Communications. A.A.S. Degree, ABC Community College, 1975. Majored in commercial art.

PERSONAL DATA: Single, excellent health, willing to relocate. Interests include travel, gardening, and classical music.

Activity 4: Sample Resume Alternative

Lori Jones
203 Harding Avenue
New York, New York
(201) 222-3333

Career Objective: Seeking position as assistant to Director of Social Work or Counseling Services. Desire opportunity to utilize skills in coordination, writing, and interpersonal relations.

Experiences:

Teaching: Instructed large community groups on issues related to child abuse.

Taught interested volunteers how to set-up community child abuse programs.

Ran workshops for parents of abused children.

Instructed public school teachers on signs and symptoms of potential child abuse.

Counseling: Consulted with parents for probable child abuse and suggested courses of action.

Worked with social workers on individual cases, both in urban and suburban settings.

Counseled single parents on appropriate coping behaviors.

Handle pre-intake interviewing of many individual abused children.

Organization/Coordination: Coordinated transition of children between original home and foster home.

Served as liaison and child abuse educator between community health agencies and schools.

Wrote proposal to state for county funds to educate single parents and teachers.

Volunteer Work History: 1974-1980. Community Mental Health Center, New York. Volunteer Coordinator - Child Abuse Program.

1970-1974. C.A.R.E. - Child-Abuse-Rescue-Education, New York. County Representative.

EDUCATION B.S. Sociolog.. University of Illinois, Champaign, IL.

Activity 4: Sample Creative Resume

Karen Johnson
256 Mandy Way
Madison, Wyoming 51717
(111) 222-3333

CREATIVE PUBLIC RELATIONS

New approaches to the communication of ideas for
business, industry, and public service organizations.

A Consistent Pattern of Success in All Media

Newspapers Organized and built a press information service at
and radio station where I began as a cub copywriter.
Magazines Within three years, publicity had snow-balled into
world-wide press notices, including spreads in Time,
The New York Times and Associated Press. For past five years have
been regional coorespondent for trade magazine and have written
articles for other publications.

Radio Planned and developed radio and television articles
and which have resulted in free air time for company
Television services and personnel valued at hundreds of thousands
of dollars. Always I have searched for rich veins of
program material in unlikely places and have been rewarded by favorable
reviews and awards. One of my radio documentaries won an Ohio State
University citation for "an inspiring and moving presentation." I
created and co-produced a weekly TV series investigating creative
thinking and the problems encountered by original thinkers in all fields.

A few years ago, I wrote and produced a program, "Sex Education in
Today's Schools," and won the coveted Variety Showmanagement Award
for the local station for "successfully challenging radio's long self-
imposed taboo and, thus, expanding radio's social usefulness."

Publicity Have received fan mail for some of the newspaper ads I
and have written; have also prepared promotional leaflets and
Administration other material for a movie distributor.

Uncharted territory has faced me in every position, requiring detailed
day-to-day planning for both current and long-range operations. One
such project involved correlating 800 pages of information to integrate
details for legal use in connection with an application to the FCC for a
new network channel.

Personal Bachelor of Arts in Journalism from University of Wyoming.
Member, Academy of Television Arts and Sciences.
Member, American Women in Radio and Television.

Names of employers, dates, references and work samples furnished on request.

Date: April XX, 19XX

Activity 5

ALL ABOUT COVER LETTERS

A Cover Letter is:

- an introductory letter which accompanies your resume
- a means of presenting you to your future employer
- a warm, personalized, but still businesslike letter that adds the "human touch" to your resume story
- a way of telling your future employer the kind of person you are, the job you want, what you can bring to the company, and that you want an interview
- written in such a way that is interesting and convincing to the reader, invites their active response, and, above all, is grammatically and typographically correct.

Types of Cover Letters.

1. The Application Letter is written when you know that there is a specific job opening and you are applying for that particular job.
2. The Letter of Inquiry is written when you are asking an employer about possible job openings which may arise in the future.
3. The Letter That Answers An Advertisement is written in response to an advertisement for a specific job. The company to which you are applying may or may not be identified.

Cover Letter Guidelines:

Cover letters usually consist of 2-4 paragraphs. What you say in those paragraphs and how your letter looks may determine whether or not your resume gets read. Prospective employers will gauge your writing skills upon this letter's content and appearance. Always send an original cover letter. Applicants who send form letters are judged as insincere in their job search, and their letter and resume will not be considered. Guidelines for the paragraph are:

1. First paragraph - introduce you and indicate where you learned about this company/job, and why you are writing this letter.
2. Second paragraph - tells of your specific employment interests and a brief statement on your knowledge of this company.
3. Third paragraph - tells how your education/experience fits the job, how you can help the company; refers to supporting statements in the resume.
4. Closing fourth paragraph - tells what you will do next: Ask for an interview; contact by phone; wait for employer's contact, etc.

Activity 6: Sample of Application Cover Letter

1100 Lexton Road
Detroit, MI 48224

March 1, 19XX

Ms. Janice C. Smith
Director of Personnel
The Triston Company
Chicago, IL 60690

Dear Ms. Smith:

Mrs. May Jones of the Northwestern Career Planning and Placement Center suggested that I contact you concerning employment opportunities at Triston. I will graduate from Northwestern University in May with a major in Marketing.

Mrs. Jones tells me that Triston intends to fill several openings in the marketing department of your Humod Division. These openings are particularly attractive to me because they are in the consumer product area and Triston is the industry leader in innovative marketing concepts.

As the attached resume explains in detail, my 18 hours of advanced marketing courses, my internship, co-op semester and four years of marketing experience with Maxwell and Huron, have been slanted toward the consumer area. My selection as one of the American Marketing Association's 19XX 10 outstanding young members was due to a marketing program I conceived and developed for a silicone based floor wax. I am confident that my ingenuity and creativity would be an asset to Triston.

I would like to talk with you concerning the prospect of my joining the marketing team at Triston. I will call your office on March 18, 19XX to discuss scheduling an interview.

I am looking forward to talking with you.

Sincerely,

Jennifer L. Greene

JG/BT

enclosure

Activity 6: Sample of Letter That Answers An Ad Cover Letter

1100 Lexton Road
Detroit, MI 48824

March 1, 19XX

Mr. Scott Smith
Employment Manager
ABC Inc.
1900 Lexington Road
Atlant, GA 30309

Dear Mr. Smith:

As I will graduate from Northwestern University in May with a degree in marketing, I read with interest your ad for a marketing manager trainee in the February 20, 19XX Chicago Tribune.

I am particularly interested in ABC because my research indicates that your concept of marketing is consistent with the approach taken here at Northwestern. It also complements the marketing strategies used at Maxwell and Huron where I have worked part-time for the past four years.

As the attached resume explains in detail, my 18 hours of advanced marketing courses, my internship, co-op semester and 4 years of marketing experience, with Maxwell and Huron, have been slanted toward the consumer area. My selection as one of the American Marketing Association's 19XX 10 outstanding young members was due to a marketing program I conceived and developed for a silicone based floor wax. I am confident that my ingenuity and creativity would be an asset to ABC.

I would like to talk with you concerning the prospect of my joining the marketing team at ABC. I will call your office on March 18, 19XX to discuss scheduling an interview.

I am looking forward to talking with you.

Sincerely,

Jennifer L. Greene

JG/BT

enclosure

Activity 6: Sample of Letter of Inquiry Cover Letter

1100 Jexton Road
Detroit, MI 48224

March 1, 19XX

Mr. William F. Roberts
Vice President - Marketing
Rentel Industries
5 Circle Drive
Champaign, IL 60060

Dear Mr. Roberts:

I will graduate from Northwestern University in May with a degree in Marketing and would like to meet with you to discuss career opportunities in marketing at Rentel.

As the attached resume explains in detail, my 18 hours of advanced marketing courses, my internship, co-op semester and 4 years of marketing experience with Maxwell and Huron have been slanted toward the consumer area. My selection as one of the American Marketing Association's 19XX 10 outstanding young members was due to a marketing program I conceived and developed for a silicone based floor wax. I am confident that my ingenuity and creativity would be an asset to Rentel.

I would like to talk with you concerning the prospect of my joining the marketing team at Rentel. I will call your office on March 18, 19XX to discuss scheduling an interview.

I am looking forward to talking with you.

Sincerely,

Jennifer L. Greene

JG/BT

enclosure

Activity 7

YOUR COVER LETTER CHECKLIST

MY COVER LETTER:

	Yes	No
Is typed or neatly written in ink	_____	_____
Is typed or written on good quality bond paper or business stationary	_____	_____
Has been checked for grammar, spelling, punctuation and typographical errors	_____	_____
"Looks" easy to read, with appropriate spacing of heading, paragraphs, and signature	_____	_____
Is addressed to a specific person in the company to which I am applying	_____	_____
Realistically reflects my creative talents and skills	_____	_____
Conveys to my future employers what I want and what I have to offer	_____	_____
Will not appear to be a form letter	_____	_____
Avoids trite or "catchy" phrases such as "I give 110%" or "I have boundless enthusiasm"	_____	_____
Has been critiqued by someone who is experienced in writing cover letters	_____	_____
Is limited to one page	_____	_____
Is personally signed by me	_____	_____

Job Interviewing Skills

This section contains information that will help you prepare for and handle the job interview. The activities progressively guide you through every aspect of getting ready for an actual job interview. Appearance receives initial consideration, since it is the basis of a first impression that may be very enduring. You will also review interview questions and come to understand interviewing procedures. Opportunities for interview role-play are provided, as well as a means to critique your own interview performance. Samples of job application forms are provided for your practice. Finally, the correct interview follow-up responses are suggested. A brief description of each activity follows.

Activity 1: To See Ourselves

A worksheet to help you analyze the basis for your physical self-perception.

Activity 2: Identifying Your Personal Best

This activity helps you determine the degree of satisfaction you have with your physical attributes.

Activity 3: Looking At Me

How we think others see us is the focus of this activity. Grooming skills checklist is also included.

Activity 4: Dress for Success

This brief guide will help you think about the expenditures necessary to maintain an adequate wardrobe for your job situation.

Activity 5: Personal Appearance Wheel

This activity makes you aware of the several facets of personal appearance and your own areas of strengths or needs.

Activity 6: Pre-Interview Preparation

A checklist to make you aware of the many ways you can improve your job interview success rate through preparation.

Activity 7-11:

- 7: Frequently Asked Job Interview Questions
- 8: Practice Makes Perfect
- 9: Powerful Answers
- 10: Sticky Questions
- 11: Self-Defeating Statements

All of these activities pertain to questions you will be asked during a job interview, and are provided so that you will gain confidence from knowing what to expect.

Activity 12: An Interview Guide

A format of a typical half-hour interview session.

Activity 13: The "Do-Right" Interview

A list of DO-DON'T reminders which serves as a guide for interview role-play.

Activity 14: Interview Critique Form

An evaluation form which may be used to critique the interview role-play.

Activity 15: Filling Out a Job Application

A handout that provides useful tips on filling out job applications.

Activity 16: Sample Application Form

This form is included in order to practice filling out applications.

Activity 17: Sample Pocket Application Form

A form to keep handy for quick reference in filling out applications.

Activity 18: Sample Thank You Letter

An example of a letter to be sent following the job interview.

Activity 19: So What If You Struck Out

A guide to help determine causes for failure and reasonable expectations for success.

Activity 1 : To See Ourselves

Psychologists agree that personal appearance is no accident. Every person, consciously or unconsciously, is making a statement about himself or herself by means of grooming and general appearance.

The statement "to see myself as others see me", and "to feel good and comfortable about myself" does not happen by accident. It is the result of an orderly progression of awareness, expression of thoughts and feelings and action.

In the spaces below, write a few highlights of the major phases of personal appearance awareness. Include physical and personality characteristics.

1. SEEING MYSELF AS OTHERS TELL ME I AM (Toddler to ages 7-8)

2. STARTING TO SEE MYSELF AS ME (Ages 7-9)

3. STARTED DEFINING SELF APPEARANCE AND DOING SOMETHING ABOUT IT (Ages 9-11)

4. STARTING SETTING A PERSONAL STYLE WITH CAUTION (Ages 12-15)

5. RELATED SELF APPEARANCE TO PEER GROUP, OR OTHERS OUTSIDE PEEP GROUP

6. DEVELOPED HABITS OF GROOMING THAT HAVE BECOME LONG LASTING
(young adult)

7. PRESENT GROOMING HABITS -- FLEXIBLE OR "SET IN WAYS"?

Check the following statements for a final summary.

In regards to my personal appearance, I:

	<u>Yes</u>	<u>No</u>
a) Am strongly influenced by what others tell me	_____	_____
b) Spend much time in grooming	_____	_____
c) Reflect the latest fashions	_____	_____
d) Get lots of positive attention	_____	_____
e) Get major satisfaction from the way I look	_____	_____
f) Spend a lot of money on clothes and make-up	_____	_____
g) Spend much time planning and shopping	_____	_____
h) Others _____	_____	_____
_____	_____	_____
_____	_____	_____

Activity 2: Identifying Your Personal Best

From this exercise you will be able to identify personal characteristics that may be improved, and develop an accepting attitude towards your physical self.

Check your degree of satisfaction with these physical characteristics.

<u>Traits:</u>	<u>Low</u>	<u>Medium</u>	<u>High</u>
1. Height	_____	_____	_____
2. Build/Frame	_____	_____	_____
3. Weight	_____	_____	_____
4. Skin tone	_____	_____	_____
5. Features:			
eyes	_____	_____	_____
ears	_____	_____	_____
nose	_____	_____	_____
mouth	_____	_____	_____
hands	_____	_____	_____
body shape	_____	_____	_____
hair	_____	_____	_____
nails	_____	_____	_____
teeth	_____	_____	_____
smile	_____	_____	_____

List things I can change:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Things I can't change:

_____	_____	_____
_____	_____	_____
_____	_____	_____

I am satisfied about:

_____	_____	_____
_____	_____	_____
_____	_____	_____

A personal improvement plan for _____ is:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Activity 3: Looking At Me

Write 10 words that would describe how you think you look to a stranger:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Look over your list. Check off the 3 most important words.

Now, think about what you wrote and answer these questions:

	<u>Yes</u>	<u>No</u>	<u>Maybe</u>
Would your spouse/relationship partner use the same 10 words?	_____	_____	_____
Would your best friend use the same 10 words?	_____	_____	_____
Would your children use the same 10 words?	_____	_____	_____
Would you say most of the words you used are positive ones?	_____	_____	_____
Did you have any trouble thinking of 10 words?	_____	_____	_____

If you could change the way you look in any way, how would you do it?

Do you think your friends would like you better that way? Why/why not?

KEEPING CLEAN. Look over the list below and write in the first column how often you do these grooming skills.

	How Often?	More	Less
Have your hair styled/cut	_____	_____	_____
Give yourself a facial	_____	_____	_____
Wash your hair	_____	_____	_____
Take time to do an extra good job of make-up	_____	_____	_____
Use a proven program of skin care	_____	_____	_____
Take a bath or shower	_____	_____	_____

	How Often?	More	Less
Clean and shape your nails	_____	_____	_____
Brush and floss your teeth	_____	_____	_____
Go to a dentist	_____	_____	_____
Give yourself a pedicure	_____	_____	_____
Review your wardrobe	_____	_____	_____
Save money to update your wardrobe	_____	_____	_____

Now, think back a bit. Check off the grooming skills you use more often this year than you did two years ago. Mark an X in front of the skills you use less often.

How would you compare your grooming schedule with your friends?

- ☐ they spend more time
☐ they spend about the same amount of time
☐ they spend less time
☐ I don't know how much time they spend

If you could improve one grooming skill, which one would it be?
 What would you want to know? Why?

Activity 4 : Dress for Success

Working in public requires a wardrobe that meets organizational standards. In positions where you will "meet the public", you will have to be suitably and modestly dressed. Use this worksheet to write down your wardrobe requirements.

- | | <u>On Hand</u> | <u>Need</u> |
|---|----------------|-------------|
| A. The Basics: | | |
| Dress(es) | _____ | _____ |
| Jacket(s) | _____ | _____ |
| Skirt(s) | _____ | _____ |
| Blouse(s) | _____ | _____ |
| Sweater(s) | _____ | _____ |
| B. Accessories: | | |
| Shoes | _____ | _____ |
| Jewelry | _____ | _____ |
| Outerwear (coats, raincoats) | _____ | _____ |
| Underwear | _____ | _____ |
| Umbrella | _____ | _____ |
| Overshoes | _____ | _____ |
| C. Thinking About Needs | | |
| 1. Amount of money I can budget to improve wardrobe _____ | | |
| 2. Ways I can improve wardrobe without spending money: | | |
| _____ swap clothes with friends | | |
| _____ borrow clothes | | |
| _____ lose weight to wear outgrown clothes | | |
| _____ have a yard sale to raise money | | |

My plan is: _____

Activity 5 : Personal Appearance Wheel

Below are "spokes" on your "personal appearance wheel". Fill in the blanks as they apply to you. Add others you can think of if appropriate.

VALUES

SELF-CONCEPT

PEER GROUP

FASHION TRENDS

PERSONAL APPEARANCE

GROOMING SKILLS

PHYSICAL TRAITS

PERSONAL CARE PRODUCTS

SOCIAL NORMS

EMPLOYABILITY

Do you have any "weak spokes" in your "wheel"?

In what ways can you improve this area(s)?

Activity 6 : Pre-Interview Preparation

Here are some tips to think about as you prepare for your first interview. Check those you have worked on and write down what you did.

1. Research the employer:

- _____ Read about the company _____
- _____ Talked to employees _____
- _____ Know the job requirements _____
- _____ My skills match job requirements _____

2. Check appearance:

- _____ Appropriate outfit ready _____
- _____ Physical grooming _____
- _____ Overall appearance _____
- _____ Physical qualifications of job _____

3. Analyze strengths/weaknesses:

- _____ Strengths for this job _____
- _____ Weaknesses for this job _____
- _____ Academic background _____
- _____ Prior training _____
- _____ Interests, aspirations _____

4. Interview "Dry-Run":

- _____ Practiced possible questions _____
- _____ Held "mock" interview _____
- _____ Know interview location _____
- _____ Have transportation _____
- _____ Checked time it takes to get to site _____
- _____ Know resume information _____

5. Getting "psyched" for interview:

- _____ Vitality _____
- _____ Poise _____
- _____ Confidence _____
- _____ Courtesy _____
- _____ Frankness, honesty _____
- _____ Being positive _____

Activity 7 : Frequently Asked Job Interview Questions

As part of a study conducted at Northwestern University, employers in a number of companies were asked to list the questions they asked during the employment interview with college seniors in order to determine which candidates to select for further consideration. Following are the fifty questions most frequently asked in one form or another. Practice with a partner until you feel comfortable answering these questions

Questions the Interviewer May Ask:

1. What are your long-range and short-range goals and objectives, when and why did you establish these goals and how are you preparing yourself to achieve them?
2. What specific goals, other than those related to your occupation, have you established for yourself for the next ten years?
3. What do you see yourself doing five years from now?
4. What are your long-range career objectives?
5. What do you really want to do in life?
6. How do you plan to achieve your career goals?
7. What are the most important rewards you expect in your business career?
8. What do you expect to be earning in five years?
9. Why did you choose the career for which you are applying?
10. Which is more important to you, the money or the type of job?
11. What do you consider to be your greatest strengths and weaknesses?
12. How would you describe yourself?
13. How do you think a friend or professor who knows you well would describe you?
14. What motivates you to put forth your greatest effort?
15. How has your college experience prepared you for a business career?
16. Why should I hire you?
17. What qualifications do you have that make you think that you will be successful in business?

18. How do you determine or evaluate success?
19. What do you think it takes to be successful in a company like ours?
20. In what ways do you think you can make a contribution to our company?
21. What qualities should a successful manager possess?
22. Describe the relationship that should exist between a supervisor and those reporting to him or her.
23. What two or three accomplishments have given you the most satisfaction? Why?
24. Describe your most rewarding college experience.
25. If you were hiring a graduate for this position, what qualities would you look for?
26. Why did you select your college or university?
27. What led you to choose your field of major study?
28. What college subjects did you like best? Why?
29. What college subjects did you like least? Why?
30. If you could do so, how would you plan your academic study differently? Why?
31. What changes would you make in your college or university? Why?
32. Do you think that your grades are a good indication of your academic achievement?
33. Do you have plans for continued study? An advanced degree?
34. What have you learned from participation in extracurricular activities?
35. In what kind of a work environment are you most comfortable?
36. How do you work under pressure?
37. In what part-time or summer jobs have you been most interested? Why?
38. How would you describe the ideal job for you following graduation?

39. Why did you decide to seek a position with this company?
40. What do you know about our company?
41. What two or three things are most important to you in your job?
42. Are you seeking employment in a company of a certain size?
Why?
43. What criteria are you using to evaluate the company for which
you hope to work?
44. Do you have a geographical preference? Why?
45. Will you relocate? Does relocation bother you?
46. Are you willing to travel?
47. Are you willing to spend at least six months as a trainee?
48. Why do you think you might like to live in the community in
which our company is located?
49. What major problem have you encountered and how did you deal with
it?
50. What have you learned from your mistakes?

Sample Questions to Ask the Interviewer:

Going one step further than just answering the interviewer's questions, you should be prepared to take the initiative in asking several questions.

1. Would you describe the duties of this job?
2. Where does this position fit into the organization?
3. What type of people do you prefer for this job?
4. Is this position new?
5. What experience is ideally suited for this job?
6. Where is the person who previously had this job?
7. Whom would I be reporting to?
8. Who are the primary people I would be working with?
9. What are your expectations for me?

10. May I talk with present and previous employees about this job?
11. How is this program going?
12. Can I tell you anything more about my qualifications?
13. What is the normal pay range for this job?
14. If you don't mind, can I let you know by (date)?
15. What kind of on-the-job training is allocated for this position?

Activity 8 : Practice Makes Perfect

Some employers like to ask open-ended questions which force the responder to reveal aspect of their personality. Some persons are ill at ease in answering non-directive questions because they dislike talking about themselves. Practice these "power questions" until you can comfortably answer them.

POWER QUESTIONS

Tell me about yourself.

What were the circumstances concerning your leaving?

Would you mind expanding on these aspects of your schooling or job which you found to be most satisfying? Doing what type of work?

Did you finance part of your own education?

Why do you think the company should hire you?

How long have you been planning for his work? How does this job relate to your plans?

What experience have you had with your last job?

What has accounted for your progress?

How would you describe yourself?

What is your greatest strength? Weakness?

How does this job relate to your plans?

Do you consider yourself a self-starter? Why?

You mentioned you enjoyed your last job. For what type of people were you working for?

What do you expect from this company if we hire you?

What are some things you wish to avoid in the next job?

What do you plan to be doing five years from now? What are your long range goals? Short range?

What assignments do you like?

What would you do if your supervisor made a decision that you strongly disagreed with?

Activity 9 : Powerful Answers

Here are some good responses to some of those open-ended power questions which reveal so much about you.

1. Tell me about yourself.
Refer to resume (don't assume interviewer has read it), recap your skills and experiences that apply to job you are seeking.
2. Why do you want this job?
Use your company research; tell what you like about company's history, products, services; do not give impression you are here just because there is a job opening.
3. What salary do you expect?
Use your research knowledge of the company to refer to the general salary range; do not state minimum wage (selling yourself short) or "whatever the job pays".
4. Why should I hire you?
Emphasize skills, experiences, positive attitude, how you will fit in with company philosophy.
5. What are your career plans?
Don't promise to remain forever, but do indicate that you like a company that challenges you and permits you to grow.
6. Don't you think you are too young/old for this position?
Too young - show how job challenges can be met with youthful vigor and enthusiasm.
Too old - point to experience and previous success that will enable you to handle this job.
7. Any questions?
You might ask questions about things that have come up in the interview ... "Yes, I'd like to hear more about..."
Bring up things you wanted to say ... "I wanted to mention earlier..." Ask about the time frame on this job ... "When do you expect to make a decision on this position?"

Activity 10: Sticky Questions

Prepare for difficult questions by rehearsing reasonable answers. Strive for genuineness and honesty, but do not "over-rehearse" so that your answers sound "parroted".

Age

State how the fact of being old/young will be beneficial for your approach to this job.

Answering Questions About Stereotypes

Physically Demanding Job Requirements: "I've been doing this same sort of work since I was thirty, and I haven't had any trouble. I've kept myself in good condition.

Promotion from Within: "I did that for ____ years and I know I can do the job. I like people and I'm certain I can get along with your present staff and I'll have no problem making the transition."

Changes in Performance Due to Age: "I know what you expect of me, and I'm sure I can do it. I want to work, and therefore I know my production will meet or exceed your standards in quantity and quality."

Education

Has less education than most people applying for this job:

"I know I haven't graduated from high school, but I have kept up with my reading and math in everyday life. I read the newspaper, and I had to use fractions on my last job. I've been tested within the last year, and I read at the seventh-grade level and my math is at the sixth-grade level.

"Times were pretty hard for my folks, so I quit school to get a job and help out. I wish now that I'd had a chance to finish. I've done my best to keep up with reading and math, and on the test I've taken I scored ____."

"I cannot read or write very well, but I feel that I can do these things well enough to be a good worker on this job. I've looked into the requirements for the job, and I understand that there is not much reading or writing required."

Has too much education for the job:

"I did some college training, but I found out that I did not like the kind of work that this prepared me for. I would much prefer to do this type of job instead."

Or,

"I had some college training, but I decided to take some time off to work and earn some more money, and to learn about this kind of job."

Prison Record

The only question that may legally be asked on this subject is, "Have you ever been convicted of a felony?" Do not volunteer information about a prison record unless asked, and then be honest about it without mentioning specific details. Name a person (for example, a chaplain, parole officer, or caseworker) who helped in the process of change.

EXPLANATION: "Yes, I spent some time in prison. I did some dumb things that I regret now. While I was in prison, I met (job title of person, example: a chaplain) a person who taught me a lot about myself, and I've changed a lot. I'm ready to work." Mention a good parole record or early release.

ADDITIONAL INFORMATION: If the employer asks for further explanation, it is best, if true, for the job applicant to provide information that indicates that what he did was in no way connected with his former job or employer. If the offense was committed because the individual was influenced by undesirable friends (with whom he no longer associates), or if it happened following a party at which he did some drinking (if he no longer has a drinking problem), these facts would make the offense appear less serious to the employer.

Physical Problems

Plan your basic strategy. Concentrate on abilities. What can you lift? What kinds of objects can you handle despite any coordination problem?

- a) Coordination: "I'm all thumbs when it comes to working with real small pieces, but I can handle larger objects like the kinds of things you have here without any difficulty."
- b) Lifting: "I wouldn't have any trouble with my back on a job like this since I can lift up to twenty pounds and I can sit for three hours at a time before I take a break."
- c) Vision: "It's true that I cannot see, but I have had special training in learning to get around so I wouldn't have any difficulty finding things here once someone shows me where they are."
- d) Speech: "I have a little difficulty with my speech, especially when I'm a little nervous like I am in job interviews, but if I talk more slowly so people can understand me, I never have difficulty talking, even with strangers."
- e) Epilepsy: "I've had this problem since I was ten years old, and I control it through medication."

Hospitalized for:

Emotional Problems

"Yes, I did have some treatment for my nerves. I became uncomfortable sitting around home after my injury (or, I became upset when my mother died) and my doctor and I decided that I could use some help. So, I went into the hospital for awhile. I'm really glad that I did. They helped me a lot. I'm fine now and ready to go to work."

Chemical Dependence

Narcotics: Usually younger applicants

"I got in with the wrong crowd and pretty soon I got hooked. It was ruining my life and so I asked for help. I have been off the stuff for almost six months, and I'm ready for a job."

Alcohol: Usually older applicants

"Alcohol used to be a problem, but I began going to A.A. on month, 19 . I've been sober for (months/years). I'm ready to work again and earn my own way." "I affiliated myself with (name) A.A. group and continue to be active in that organization."

Job History Problems

Poor Work References

Explanations: "If you call the Standard Plastic Company that is listed on my application blank, they will probably tell you that I was not a good worker. Actually, I found out that the kind of work I was doing there didn't suit me very well. If you call some of my other employers, I'm sure they will give me a good reference."

Fired

Explanations: "There was nowhere to go in this company and after awhile it got to me and affected my performance. They let me go." (Young person)

"My family was having trouble and I spent more time away from the job than I should have. The problem is solved, and I'm ready to work." (Young person)

"I'd worked there for some time and then they changed the duties. I just couldn't get used to it, and so I decided to leave." (Older person)

Important: Don't say "fired." The responses "laid off" or "let go" are more acceptable.

Quit

"I learned a lot at my last job, but I wanted to find a position in which I could contribute more and use all of my talents and skills."

Important: Present your need for a challenge in a positive light.

Too many short-term jobs

It's true that I have worked at a number of different jobs in the past. I've been searching around for steady work - something that I would like, and on one or two jobs I had, there were lay-offs. I'm sure now that this is the job I want, and if I get it, I expect to still be here when they hand out the Social Security checks. I've had to learn to do many different jobs and have had no trouble. I'm sure my varied experiences will help me here at this job.

Gaps in Employment History

Explanation: Answers depend on the individual's circumstances. What was it that cause him/her to be unemployed? For example, "I was self-employed during that time." Or, "It took some time for me to recover from my injury, but I'm fine now and ready to go to work." Or, "I had a number of part-time jobs during that time - mostly seasonal - which I didn't bother to put down."

For women, there are a number of good explanations, involving such things as, "I was needed by my parents; or if married, "I was raising my family," or "I was helping care for my grandmother," "I was doing babysitting," "I was doing housework for a relative." Everyone who has been unemployed has been engaged in something. Give the best explanation in the interview.

The idea is to tell the truth, but to pick the most acceptable reason out of the several possibilities that the applicant may have, and use that one. The applicant should convey the impression that he/she was occupied with some meaningful activity, although it was not gainful employment.

Activity 11: Self-Defeating Statements

Avoid "shooting yourself down" before you even get started by using sentences that indicate a fearful attitude. Check the list below to see if you have used any of these statements. When did you use these statements? Can you think of a more positive statement?

Part A

- _____ 1. It's not my fault.
A better response: _____

- _____ 2. That's just the way I am.
A better response: _____

- _____ 3. Something just keeps causing me to do this.
A better response: _____

- _____ 4. I can't control what I do (say).
A better response: _____

- _____ 5. I don't know why I did it, I just did.
A better response: _____

- _____ 6. I just can't seem to finish anything I start.
A better response: _____

- _____ 7. I'd like to do that differently, but it's just too hard to change.
A better response: _____

- _____ 8. I've never been able to do that.
A better response: _____

_____ 9. I've never been good at _____.
A better response: _____

_____ 10. I can't. (Means I won't)
A better response: _____

The applicant is not the only one who may be fearful during an interview. Sometimes the employer is fearful of getting a person who will not work out. What would be your response to an employer who had the following fears?

Part B

<u>Interviewer's Fear</u>	<u>Your Response</u>
1. You won't be able to do the job.	_____ _____
2. You won't put in a full day's work.	_____ _____
3. You'll frequently be out sick.	_____ _____
4. You'll only be at the job a few months.	_____ _____
5. It will take you a long time to learn the job.	_____ _____
6. You can't get along with other workers.	_____ _____
7. You will only do the minimum to "get by".	_____ _____
8. You will always have to be told what to do.	_____ _____
9. You won't get along with your supervisor.	_____ _____

Activity 12: An Interview Guide

Although each interview is different, most follow a general pattern. A typical half-hour session may be divided into four segments. Knowing what to expect will help you be better prepared. Also, this interview guide may be useful in evaluating real or role-played interviews.

- I. The Opening Gambit
 - used to establish lines of communication
 - may be "small talk" ... chatting about weather
 - the interview has already begun; you are being judged on ability to converse, friendliness
- II. You and the Job
 - conversation changes from casual to specific
 - interviewer will ask questions concerning applicant's personal qualifications, personality, etc.
 - applicant will elaborate strong points
- III. You and the Company
 - if a "good fit" seems possible, interviewer may describe job and company organization
 - applicant may bring up relevant question about company, reiterate how he/she will fit into company organization
- IV. The Ending
 - interviewer will indicate when the interview is drawing to an end
 - applicant may ask follow-up questions, such as "When may I expect to hear from you?"

Activity 13: The "Do-Right" Interview

Using this brief list of Interview "Do's and Don't's", two persons may wish to role play the interview, with each playing the position of prospective employee-employer. Interviews may be video-taped for later evaluation. Role-players may wish to video-tape both a "Do-Wrong" and "Do-Right" Interview for fun and contrast. Use the checklist provided in this part to evaluate interview role-play.

DO

Look Neat
Dress Properly
Get a Good Night's Sleep
Go to the Bathroom
Arrive Early
Act Courteously
Look Alive
Sit When Asked
Maintain Eye Contact
Control Nervous Mannerisms
Let Interviewer Set Pace
Respond with Brief, Concise
Answers
Admit Any Weakness
Let Interviewer Decide When
to Stop

DON'T

Be Nervous
Smoke
Act Over-Confident
Chew Gum
Wear Sunglasses
Keep Raincoat On
Adjust Clothes
Tell Jokes
Interrupt
Call Interviewer by First Name
Put Down Former Workplace
Ask if you got the job

Activity 14: Interview Critique Form

Name _____
(Individual being interviewed)

	Very Good	Satisfactory	Fair - could be better	Needs Improvement	Comments
1. Initial, or opening presentation (impression).					
2. Eye contact.					
3. Sitting position.					
4. General appearance: grooming-hair, make-up, shave, beard, mustache, clothing, etc.					
5. Ability to describe past work experiences, education, and/or training.					
6. Ability to explain equipment, tools and other mechanical aids used.					
7. Ability to explain skills, techniques, processes, procedures. Ability to stress how skills related to job.					
8. Ability to explain personal goals, interests.					
9. Ability to explain questionable factors in personal life. (Functional limitations, frequent job changes, many years since last job, etc.)					
10. Ability to answer questions or make statements on company or job applying for.					
11. Ability to listen attentively to interviewer's questions and to notice his/her body language.					
12. Manner of speech or conversation understandable? (Voice, tone, pitch, volume, speed)					
13. Physical mannerisms (Facial expressions)					
14. Enthusiasm, interest in this job.					
15. Attitude (positive?) Confident.					
Overall impression? Would you hire applicant?					

Activity 15: Filling Out a Job Application

Important Suggestions:

1. BE NEAT. A neat application form can make the difference between an employer's reading it or passing it over.
2. SPELL CORRECTLY. If you have trouble with spelling, have someone help you ahead of time with the information you will need on an application. Create your own correctly spelled information sheet and carry it with you to copy from when you apply for a job. The employer will think you are well prepared and sincerely interested in finding a job.
3. CARRY PEN AND PENCIL. When you apply for a job, carry both pen and pencil. Secretaries get tired of being asked for something to write with. If you write in pen, use only blue or black ink (they are businesslike). Ask if you may write in pencil and do so if it is O.K. - pencil writing is easier to correct than pen.
4. KEEP APPLICATION UNFOLDED AND UNWRINKLED. If you take an application home to complete, bring it back to the company unwrinkled and unspotted. Do not fold it. If you send it back, mail it in an 8½ x 11 envelope so that you will not need to fold it. Creases get in the way of the employer's ability to quickly obtain the information he is looking for.
5. ANSWER QUESTIONS CAREFULLY. The employer may write to former schools or employers for references or information.

Problem Questions:

1. Position Desired - Never say "anything." An employer wants to know that you are qualified to do specific work. Put down the job you are capable of performing at that place of business. Let the employer decide if you are qualified to do something else.
2. Salary Expected - If you have a good idea of what the salary is, give a salary range (for example, you might write "between \$3.65 and \$4.50 per hour"). If you have no idea of the salary scale, use one of the following answers:

Open
Starting Salary
Negotiable

Never write "minimum wage" - you might be underselling yourself.

3. Reason for Leaving - Never use the words "fired" or "quit". Be honest, but don't screen yourself out of a job interview on your application by using either of these two words. "Quit" is actually read by an employer as "quitter." Instead, indicate why you quit or left. For example, if any of the following was true, you may use one of them:

Personal reasons
Work environment
Job situation unsatisfactory
Wanted better pay (better chance for
advancement, better hours, etc.)

Activity 16: Sample Application Form

PLEASE PRINT

Date:

Last Name First Middle Social Security Number

Address No. Street City State Zip Code

How long at present address: Phone Number Alternate Phone No.
Years ____ Months ____

Personal
Data

Whom should we notify in case of emergency?
Name: Address: Phone No.:
How did you learn about this job opening? Will you work any shift?
Yes ____ No ____
Are you a U.S.A. citizen? If "No", state visa status
Yes ____ No ____

Education
and
Training

Grammar School
Name Location Circle last year completed
1 2 3 4 5 6 7 8
High School
Name Location Circle last year completed
1 2 3 4
College or University
Name Location Circle last year completed
1 2 3 4 5
Vocational Training
Name Location Circle last year completed
1 2 3 4
Area(s) of training:
Have you completed an apprenticeship? Yes ____ No ____
Circle last year completed What craft? What company?
1 2 3 4 5 6

U.S.
Military
Service

Have you ever served in the military service? Yes ____ No ____
Period of Service (Dates) From: To:
List your duties that might be job related:

** Physical Data	Have you had any physical defects or have you been seriously ill or injured in the past five years? Yes ____ No ____				
	List defects, illnesses, or limitations on employment				
Occupational Data	Position Desired a. b.				
	Positions also qualified for a. b.				
	Wage or salary expected		Machine (office or shop) you have operated:		
	Machines (office or shop) you have set up:		Do you read blueprints, wiring diagrams or schematic drawings?		
	What precision measuring instruments have you used?		Shorthand Speed		Typing Speed
Any extra information about your abilities, qualifications, or experience:					
EMPLOYMENT Employment for past 10 years. Give last or present employer first.					
Dates From To		Employer's Name/Address	Wages or Salary	Your position and Nature of Duties	Reason for Leaving

** The provisions of the Rehabilitation Act of 1973 (PL 93-112, Sec. 504) state that prospective employees need not answer these questions if they so choose.

	Name	Address	Business and Position in Company	Business Phone Number
References				

Have you ever worked for this company before?

Yes ____ No ____

If so, when?

From:

To:

Reason for leaving:

Have you applied to work here within the past 2 years?

Yes ____ No ____

If Yes, When? _____ What for? _____

I certify that all the foregoing information is correct to the best of my knowledge, and I authorize this company to investigate all of it.

Signature _____

Date _____

Activity 17: Sample Pocket Application Form

Name _____
Driver's _____
Social Security No. _____ License No. _____

Work Experience:

1. Company Name/Address _____
Dates Worked _____ Salary _____ Position _____
Duties _____
Reason for Leaving _____
2. Company Name/Address _____
Dates Worked _____ Salary _____ Position _____
Duties _____
Reason for Leaving _____
3. Company Name/Address _____
Dates Worked _____ Salary _____ Position _____
Duties _____
Reason for Leaving _____
4. Company Name/Address _____
Dates Worked _____ Salary _____ Position _____
Duties _____
Reason for Leaving _____

Military Service:

Service Dates _____ Duties That Might Be Job Related: _____

<u>Education:</u>	Name	City	Dates Attended	Degree
-------------------	------	------	-------------------	--------

Grammar School _____

High School _____

College/University _____

Trade, Business, or
Correspondence School _____

Character References: Do Not Include Former Employers

Name	Address	Business and Position in Company	Business Phone
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

Next of Kin: Name: _____ Phone No. _____

Address: _____

Activity 18: Sample Thank You Letter

Be sure to follow-up your interview with a note of thanks. This should be mailed within 2 days after the interview. This courtesy will make a favorable impression on the interviewer and keep him or her mindful of you as they reach their decision. Even if you don't get the job, they may remember your favorable impression whenever another job opening occurs.

Current Date

Interviewer's Name

Title and Program (ex.: Director, Marketing Division)

Company Name

Address

Dear : (Use Mr., Ms.)

I appreciate the time and opportunity of interviewing for the (state type of position) for your company on Month Day Year. I felt I learned a lot about your company and about the job expectations.

Since that time I have thought about the position and realize it would be an interesting and challenging job. This makes the position even more appealing to me. I look forward to your decision.

Yours truly,

Your Name

Address

Activity 19: So What If You Strike Out

Sometimes you don't get the job. It isn't the end of the world even though you may reel so at the time. Rational Thinking will help you over the "they didn't want me" blues. Use the checklist below to determine if the results were in your control or out of your control. Which conditions applied to you?

A. IN YOUR CONTROL:

- ☐ clearly defined career goals
- ☐ training, education which meet company needs
- ☐ expertise fit with job expectations
- ☐ information about the company
- ☐ self-awareness and confidence
- ☐ assertiveness and dedication

B. OUT OF YOUR CONTROL:

- ☐ hiring freeze
- ☐ looking for more/less experienced person
- ☐ former employee re-applied for job
- ☐ management change
- ☐ ineffective interviewer
- ☐ job called for specific type person

C. SO WHAT WENT WRONG?

- (1) More B's than A's? Clearly something is happening in the company. What do you think? _____

- (2) An overwhelming B? A management change may outweigh all other factors. ~ there one "B" item that was the main factor? _____

- (3) Look carefully at "A's". Even if you checked them all, are there some in which you rank higher than others? Rank your A's for strengths and weaknesses. _____

- (4) If you checked all A's and few or no B's, you remain mystified over your lack of success. Inquire if possible about the qualifications of the person who got the job. You may check with someone you know in the company, or even the interviewer. For example, this approach may be used: "I would like to improve my chances of getting a job. Could you tell me how my qualifications might be improved so that I will be successful?"

My plan _____

D. STILL UNSURE?

Write below the "real reason" you think you didn't get the job.

Use rational thinking techniques (see Section One, this book) to check irrational thoughts. For example:

"They just didn't like me; I don't measure up." May be more rationally viewed as:

"My skills were less than the person who got the job."

"There are jobs for which I am qualified."

"It was not a matter of "liking me"... it was a matter of who is best suited for the job."

Write down your plan for "re-grouping" and trying again:

Job Keeping Skills

As you have progressed through the employability skills section, you have learned a great deal about how to get a job. Whether you are a recent graduate of a training program or someone re-entering the work force, the first few weeks in your new job can shape your entire employment future. A new job means the beginning of your work history - the story of the relationship between you and your job. Handling the various aspects of your job is the focal point of this section on Job Keeping Skills.

Job keeping skills are as essential to learn as job hunting skills. Two basic skills concern attendance and punctuality. Much has already been said about the importance of appearance, so you will want to make your best impression on your very first day. As this will be the first time your co-workers will see you, pay close attention to every detail of your appearance - clean, neat clothing, clean hair and nails, and polished shoes. Co-workers will form an opinion of you immediately based solely on your appearance and attitude. It is difficult to erase a bad first impression, so try to do your best.

Punctuality is another point to remember. An employer expects employees to give a full day's work for a full day's wages. No one likes to feel cheated. The best practice would be to arrive 10-15 minutes early and leave 5-10 minutes after your work day ends. This practice shows others that you are interested in your job - not just your salary.

Besides appearance and punctuality, there are many other critical areas that may affect your reputation and your acceptance in your new job. The Job Keeping Skills Unit is divided into 4 parts: I: You and Your Attitudes; II: You and Your Boss; III: You and Your Co-Workers; IV: You and Your Work Environment. A description of each part and attendant activities follows. These activities are appropriate for discussion or role play activities with single parent/homemaker group members who have done volunteer work or have had some previous work experience.

Part I: You and Your Job Attitudes

This part presents guidelines for building a good attendance record, accepting criticism, and recognizing and overcoming poor work attitudes. A good point to remember is that when you are absent, someone else must assume your responsibilities as well as their own. Too many absences will not make you a popular employee. Criticism is difficult for many to accept. Many times we are criticized for things that we may not be aware of at the time. Criticism in the work place is usually given to help improve the efficiency of the office. Always be open-minded and try to accept constructive criticisms without being overly sensitive. Try to recognize and change negative attitudes. After all, you want to be the best employee that you can be.

Activity 1: What's Attendance All About?

This handout presents arguments for building a good attendance record.

Activity 2: Dear Boss - I Can't Be There Because...

This exercise helps define acceptable versus unacceptable reasons for being absent.

Activity 3: How Am I Doing in Attendance?

A checklist designed to indicate excessive absenteeism.

Activity 4: Accepting Criticism, Part One

A handout that presents typical work-related incidents which point out the need for constructive criticism.

Activity 5: Accepting Criticism, Part Two

Typical vignettes of poor work performance are presented along with suggestions as to how the worker might respond to constructive criticism from the boss. Suitable for role play.

Activity 6: Attitudinal Inventory

Fifty-five item inventory which helps participants determine areas of attitudinal strengths or improvement needs.

Part II: You and Your Boss

The activities in this part show you that no one really knows what their boss is going to be like in the office. This person who during the interview seemed so kind and gracious may be the first to reprimand you. Please understand that even bosses have "good" days and "bad" days, so do not harbor grudges or take yourself so seriously.

Activity 7: Who's the Boss

Six different boss personalities are demonstrated in typical work situations that group members are urged to role play.

Activity 8: Different Bosses in Review

Participants select the best response to commands that the boss issues.

Part III: You and Your Co-Workers

Work relationships can be a source of inspiration, satisfaction, or a constant irritation and energy drain. Co-workers usually fall somewhere within the "best friend" or "worst enemy" range. In taking a new job, it is helpful to remember to be pleasant but not overly anxious to make friends until you are familiar with the demands of your position. Some workers may

view you as a threat, others may eagerly seek your friendship for their own personal needs. The activities of this part will help you assess your satisfaction with the interpersonal quality of your work relationships.

Activity 9: People Who Need People

Rating scale that helps you determine the amount of quality contact with your work cohorts.

Activity 10: Have You Heard?

Ranking scale which helps you consider differences in "exchanging information" versus "gossip".

Part IV: You and Your Work Environment

The activities in this part help you examine job satisfaction once you are employed, as in reviewing past work situations.

Besides job satisfaction, important job survival and burnout prevention techniques are also provided.

Activity 11: Examining Your Work Life

This checklist enables you to consider different aspects of your work situation and determine your degree of satisfaction.

Activity 12: Job Survival Skills

This scale helps you determine how much you are motivated to continue or expand your present position.

Activity 13: Ignorance Is Not Bliss

This handout contains many helpful hints about how to treat yourself kindly while overcoming "new job jitters".

Activity 14: Burnout Prevention

A series of activities which help you identify symptoms, rate your present "burnout tendency" and develop a more healthful lifestyle.

Activity 1: What's Attendance All About?

One of the most important things an employer wants in a worker is good attendance. If you don't go to work, everyone else has to work harder to get the job done.

Rules for Attendance

1. You should always come to work unless you have a good reason why you are absent. This is the WHY rule.
2. If you have a good reason for being absent you should give your employer enough time to find someone to take your place. When you inform your employer is important. This is the WHEN rule.
3. When you call in, make sure you talk to the person in charge. Who you talk to is important. This is the WHO rule.
4. When you talk to your employer, your reason for missing work should be explained clearly and completely and given in a respectful way. How you make your explanation is important. This is the HOW rule.

When Should I Inform the Boss?

There are two types of reasons for missing work:

Emergencies
Special Occasions

According to the WHEN rule, you should give your employer as much notice as possible if you have to miss work.

Emergencies: Call A.S.A.P. (As Soon As Possible) - as soon as you find out you will have to miss work. You can often give your boss three hours notice or more, and the boss then has a chance to find someone to replace you.

Special Occasions: You almost always know about these long in advance. The boss expects you to give notice of this kind of absence before he or she makes up the work schedule. This is usually one or two weeks ahead of time, but check to see how much notice your employer needs.

Remember: If you do not inform your employer when you are going to be absent, you may be fired. Giving advance notice will help you keep your job.

Activity 2: "Dear Boss, I Can't Be There Because..."

Read the stories below. Decide for each story whether the boss was given enough notice. If you need help, look at the previous activity.

1. Marty is scheduled to work at 9 a.m. on Friday. He tells his boss on Thursday morning that he can't work Friday because he has a doctor's appointment.
Did he give enough notice? _____
If not, when should he have told his boss? _____
2. Bill's dad came home sick one night and said "Bill, you're going to have to call your boss and tell her I need you to run the store for me tomorrow." Bill phones his employer at 8 a.m. the next day to tell her he can't work after school.
Did he give enough notice? _____
If not, when should he have called in? _____
3. Sarah's grandmother died on Wednesday. Her funeral was on Friday. Sarah called her employer Friday morning to tell him that she wouldn't be in.
Did she give enough notice? _____
If not, when should she have told her boss? _____
4. Mike asked Maria to go out this Saturday night. "Gee I'm supposed to work this Saturday. How about a week from Saturday?" Maria asked. Mike said okay, so Maria asked her employer for next Saturday off.
Did she give enough notice? _____
If not, when should she have told her boss? _____
5. Sue is scheduled to work Tuesday at 6 p.m. at Floyd's Restaurant. She gets sick Tuesday morning so she stays in bed all day. She calls her employer at 5 p.m. to tell him she is sick and can't come to work.
Did she give enough notice? _____
If not, when should she have told her boss? _____
6. Cindy's favorite rock star is going to be in town May 15th. She waited in line six hours to get tickets the month before. On May 12th she asked her employer for the 15th to go to the concert. She told him she already bought the tickets.
Did she give enough notice? _____
If not, when should she have told her boss? _____
7. Ed's dad was hurt at work and taken to General Hospital at 2:30 p.m. on Thursday. Ed is supposed to work at 4:00 p.m. He calls at 2:45 p.m. to explain why he can't work that day.
Did he give enough notice? _____
If not, when should he have called? _____

Activity 3: How Am I Doing In Attendance?

Missing Persons Checklist

How well are you doing at attendance on the job? Read each sentence and check the one that best shows your attendance at your last job

- _____ I never miss work.
- _____ I hardly ever miss work.
- _____ I miss work sometimes.
- _____ I miss work often.
- _____ I'm hardly ever at work.

Why Do I Miss Work?

Do you miss work a lot? Check your reasons below.

I miss work because...

- _____ 1. I am sick a lot.
- _____ 2. I don't like to work.
- _____ 3. I don't like the boss.
- _____ 4. I have to babysit.
- _____ 5. I'm out for sports.
- _____ 6. I have problems at home.
- _____ 7. I am bored with the job.
- _____ 8. I'm not very good at my job.
- _____ 9. My boss doesn't like me.
- _____ 10. I have a lot of homework to do.
- _____ 11. I have trouble getting to work.
- _____ 12. I have too many other things to do.
- _____ 13. I don't like the people I work with.

- ____14. I have trouble getting up in the morning.
- ____15. My parents don't want me to work.
- ____16. I want to be with my friends who are not working.
- ____17. I have many jobs to do at home that keep me from going to work.
- ____18. I really don't know why I miss so much.
- ____19. Other. Write out your reasons. _____
- _____
- _____
- _____
- _____
- _____

Activity 4: Accepting Criticism, Part One

Criticism does not have to be a bad thing. Criticism can be a suggestion for improvement. Criticism can help you be better at your job. Read the stories below. What will happen to each worker if the boss does not make a suggestion for improvement?

1. Bill talks on the phone a lot at work. He also takes long lunch hours. Other workers see that. WHAT WILL HAPPEN TO BILL IF HIS BOSS DOESN'T CRITICIZE HIM? _____

2. Lena often forgets to punch out from work. Sometimes her boss is not sure how many hours she worked. WHAT WILL HAPPEN TO LENA IF HER BOSS DOESN'T CRITICIZE HER? _____

3. Jake is a very good worker. On Tuesday he was sick. He forgot to call in to work. WHAT WILL HAPPEN TO JAKE IF HIS BOSS DOESN'T CRITICIZE HIM? _____

4. Ellie works in a restaurant. Her writing is very hard to read. Sometimes the cooks can't read her orders. WHAT WILL HAPPEN TO ELLIE IF SOMEONE DOESN'T CRITICIZE HER? _____

5. Geraldo gets paid for how much he sells. He takes long breaks and comes to work late. WHAT WILL HAPPEN TO GERALDO IF HIS BOSS DOESN'T CRITICIZE HIM? _____

Now you can see how criticism can help. Some people do not take criticism well. Some workers:

BLAME SOMEONE ELSE - "It's Pete's fault"
ARGUE THAT IT'S NOT THEIR FAULT - "I did not do it wrong"
MAKE EXCUSES - "If this cash register was any good, I'd be faster"
COMPLAIN ABOUT BEING PICKED ON - "You always get mad at me"
POUT - (Won't talk at all)

Do you do any of those things when you are criticized at work? If so, put a check by it. That is something you need to stop doing.

Activity 5: Accepting Criticism, Part Two

Read each story below. Then decide how each worker acted when criticized. Each person either:

BLAMED SOMEONE ELSE
ARGUED THAT IT WAS NOT HIS OR HER FAULT
MAKE EXCUSES OR POUTED
COMPLAINED ABOUT BEING PICKED ON

Write how each person acted in the upper right corner of each story. The first one is done for you.

MADE EXCUSES

Lorne said, "I would have swept the floor last night, but I couldn't find a broom.

Tomiko did not come to work Friday night. She told her boss, "Michael was supposed to call me to tell me my schedule. But he never did."

A worker said to Carla, "When you were late today, I had to do your job and mine too. Carla said, "Why does everyone always pick on me?"

Linda's boss told her she wrote the wrong phone message down. Linda said, "I wrote down just what the person said. I know I wrote it down right."

Juan's boss told him he should be more friendly to the customers. Juan went into the back room and sat by himself.

Below are some good ways to accept criticism. Write the name of a person from each story in the space provided beside the answers she or he should have given.

1. "Thanks for telling me. I'll listen more carefully next time."

2. "It's hard for me to talk to strangers. But I'll try harder."

3. "I should have checked my schedule myself. I'll do it this week."

4. "I'm sorry about that. I'll make sure it doesn't happen again."

5. "You're right. I guess I didn't look for that broom very hard."

Activity 6: Attitudinal Inventory

The purpose of this activity is to let you appraise your own attitude toward other people and situations in order to see which areas need improvement.

Write the number that represents your answer in this manner:

- 5-positively yes
- 4-mostly yes
- 3-undecided
- 2-mostly no
- 1-positively no

ANSWER WITH YOUR FIRST REACTION

- _____ 1. Do you make friends easily?
- _____ 2. Do you refrain from being a "complainer"?
- _____ 3. Are you careful never to interrupt when another person is speaking?
- _____ 4. Can you be optimistic when others around you are depressed?
- _____ 5. Do you refrain from boasting or bragging?
- _____ 6. Do you control your temper?
- _____ 7. Are you genuinely interested in the other person's point of view?
- _____ 8. Do you speak well of your employer?
- _____ 9. Do you keep the same friends for years?
- _____ 10. Do you feel well most of the time?
- _____ 11. Do you use proper English?
- _____ 12. Do you keep promises?
- _____ 13. Are you at ease with the opposite sex?
- _____ 14. Do you have good table manners?
- _____ 15. Do you organize your work and keep up with it?
- _____ 16. Do you get along well with your parents?
- _____ 17. Do you readily admit your mistakes?

- ___ 18. Can you be a leader without being "bossy"?
- ___ 19. Is it easy for you to like nearly everyone?
- ___ 20. Can you stick to a tiresome task without being "prodded"?
- ___ 21. Do you realize your weaknesses and attempt to correct them?
- ___ 22. Can you take being teased?
- ___ 23. Do you avoid feeling sorry for yourself?
- ___ 24. Are you courteous to your fellow workers?
- ___ 25. Are you usually well-groomed and neatly dressed?
- ___ 26. Are you a good loser?
- ___ 27. Do you enjoy a joke when it is on you?
- ___ 28. Do you like children?
- ___ 29. Do you keep your own room in good order?
- ___ 30. Are you aware of the rules of etiquette?
- ___ 31. Are you tolerant of other people's beliefs?
- ___ 32. Do you respect the opinions of your parents?
- ___ 33. Do you introduce people easily and correctly?
- ___ 34. Do you refrain from "pouting" when things go differently than you would like?
- ___ 35. Are you a good listener?
- ___ 36. Do you like to attend parties?
- ___ 37. Are you the kind of a friend you expect others to be?
- ___ 38. Do you accept compliments or gifts graciously?
- ___ 39. Can you disagree without being disagreeable?
- ___ 40. Do you like to give parties?
- ___ 41. Can you speak before a group without feeling self-conscious?
- ___ 42. Are you usually "on time" for social engagements?

- ____43. Do you drive carefully?
- ____44. Do you generally speak well of other people?
- ____45. Do you like most foods?
- ____46. Can you take criticism without being resentful or feeling hurt?
- ____47. Are you careful to pay back all loans, however small?
- ____48. Does your voice usually sound cheerful?
- ____49. Can you work well with those you dislike?
- ____50. Do you contribute to the conversation at the family dinner table?
- ____51. Do you try as hard to get along with your family as with friends?
- ____52. Do you like people who are much older than you?
- ____53. Are you pleasant to others even when you feel displeased about something?
- ____54. Do you show enthusiasm for the interests of others?
- ____55. Are you free from prejudices?

There are 55 questions - a perfect score would be 275. Total your scores and rate yourself according to the following scale:

250-275 You're too good to be true.

200-249 Your attitude toward others is commendable.

150-199 Your attitude needs improvement in certain areas.

Below 150 - you need to make careful study of your attitudes toward others, looking at yourself as others see you.

Record those five attitudes you feel are your strong points under "Attitudes I Have Already Developed." Record the five attitudes you feel you would like to develop further under "Attitudes I Wish to Develop." Each week decide for yourself if you have made any progress.

ATTITUDES I HAVE ALREADY DEVELOPED

- (1)
(2)
(3)
(4)
(5)

ATTITUDES I WISH TO DEVELOP

- (1)
(2)
(3)
(4)
(5)

Activity 7: Who's the Boss?

Bosses come in all shapes and sizes. They all have their own ways of giving orders. Here are some different kinds of bosses:

THE MIXED-UP BOSS

The Mixed-Up boss gets upset and confused, sometimes giving orders that you can't understand. This boss may get even more mixed up if a lot of customers are waiting. So what can you do? If the Mixed-Up boss is not busy, say that you didn't understand the orders. If the boss is busy, ask one of the other workers what you should do.

THE BARKER

The Barker gives orders in a loud voice and sounds rough, barking even louder when it gets busy. Some workers think that the Barker doesn't like them when he or she yells at them. But talking loudly is just the way this boss gets things done. The best thing to do if you work for a Barker is to do what you are told and don't bark back. If you need to talk to the boss, do it when things aren't busy.

THE DOUBLE BOSS

Some workers have more than one boss. Two or more bosses giving orders is not likely to double your pleasure, double your fun. Sometimes one boss will tell a worker to do one thing and the other boss will tell the worker to do something else. Then the worker doesn't know what to do. If you work for a double boss and each one gives you a different order, you should:

- Tell one boss what the other boss told you to do.

- Ask the boss which of the two things you should do.

- Talk to both bosses together, when things calm down.

THE COMPLAINER BOSS

The Complainer boss never seems to be happy with what employees do. This boss always finds something that isn't done right. All bosses complain sometimes. The Complainer boss complains all the time.

THE QUIET BOSS

The Quiet boss doesn't talk much. Even if you do a great job, this type of boss is not likely to compliment you. If you have a quiet boss, you may think she or he doesn't like you, just because this boss doesn't talk much. Or you may find yourself wondering if you are doing a good job. If you work for the Quiet boss, ask the boss if you are doing a good job. That might help the Quiet boss to start talking to you.

THE NICE BOSS

This boss gives orders in a nice way. If you forget, or make a mistake, the nice boss will tell you what to do again. This will help you learn the right way to do things.

Activity 8: Different Bosses In Review

Here are some problems with the different kinds of bosses. Circle the best answer for each problem.

1. The restaurant where you work is getting very busy. Hungry customers are waiting for their food. The Barker yells at you to make some coffee. You should:
 - a. Yell back at the boss loudly, "OK".
 - b. Say "All right," and make the coffee".
 - c. Make the coffee very slowly so the boss will know that you don't like being yelled at.

Which answer did you choose? _____ Why? _____

2. You work in a paint store, and you have just finished putting away some of the paint that was delivered today. The Complainer says that you put some things in the wrong places. You should:
 - a. Ask where the right place is for these cans.
 - b. Walk away without saying anything.
 - c. Give your boss a dirty look.

Which answer did you choose? _____ Why? _____

3. Your boss, the Quiet One, never says much to you. You wish the boss would tell you if you are doing a good job. You should:
 - a. Write the boss a note asking if you are doing a good job.
 - b. Threaten to quit.
 - c. Ask the boss if you have been doing a good job.

Which answer did you choose? _____ Why? _____

4. Your boss is the Mixed-Up one. You work in an apartment building. When you came to work you were told to sweep the hall. The boss sees you sweeping the hall and asks you to mow the lawn right away. You should:
 - a. Say, "Make up your mind."
 - b. Keep on sweeping.
 - c. Ask, "Which job do you want me to finish first?"

Which answer did you choose? _____ Why? _____

5. Your boss asks you to help a new employee. You should:

- a. Say, "I will when I get time."
- b. Do what the boss says right away."
- c. Tell the boss it is not your job.

Which answer did you choose?_____ Why? _____

6. The grocery store where you work has more than one boss. The manager tells you to collect the grocery carts. Another boss comes out and tells you to bag groceries. You should:

- a. Do what the first boss tells you.
- b. Do what the second boss tells you.
- c. Tell the boss that the manager told you to collect the carts. Ask which you should do.

Which answer did you choose?_____ Why? _____

7. The Nice boss tells you that you wrote up a sales slip the wrong way. Then the boss shows you how to do it. You should:

- a. Explain why your way makes sense.
- b. Thank the boss for helping you learn the right way.
- c. Say, "I'm new here. If you don't like the way I work maybe you should hire someone else."

Which answer did you choose?_____ Why? _____

Activity 9: People Who Need People

On a scale of 1-10 (1=Low; 10=High) rate your level of satisfaction with contacts in your work situations (Columns 1 and 2). Answer yes or no (satisfied or dissatisfied) when rating satisfaction/dissatisfaction (Columns 3 and 4).

<u>People Contacts</u>	<u>Contact Rankings</u>		<u>Satisfied/Dissatisfied With</u>	
	<u>1</u> <u>Amount</u>	<u>2</u> <u>Quality</u>	<u>3</u> <u>Contact</u>	<u>4</u> <u>Quality</u>
Co-workers	_____	_____	_____	_____
Customers	_____	_____	_____	_____
Supervisor	_____	_____	_____	_____
Supervisor's Boss	_____	_____	_____	_____
Upper Management	_____	_____	_____	_____
Support Staff	_____	_____	_____	_____
Maintenance	_____	_____	_____	_____
Personnel	_____	_____	_____	_____
Student Interns	_____	_____	_____	_____
Peers in Other Companies	_____	_____	_____	_____
Sales People	_____	_____	_____	_____
Your Own Staff	_____	_____	_____	_____
Secretarial Staff	_____	_____	_____	_____
Middle Management	_____	_____	_____	_____
President	_____	_____	_____	_____
Committees	_____	_____	_____	_____
Peers In Your Company	_____	_____	_____	_____
Other:	_____	_____	_____	_____

In the spaces below, think of ways in which you can restructure your time in order to change the nature of these contacts and write them down. For example, if the boss's boss always looks over your shoulder on morning rounds, plan to discuss your current project and ask for his/her advice and opin'on. If you are curious about how a peer in a similar company deals with her job, structure time for an exchange of information which could give you new insights and perspective on your own position.

Dissatisfied with Contact.

I could improve this by:

_____	_____
_____	_____
_____	_____
_____	_____

Adapted from "People Contact" Training for Life, Kendall Hart Publishing, 1982, p. 149.

Activity 10: Have You Heard?

With several others in your group, complete the following:

A. Sharing information about your co-workers means _____

B. Gossiping about your co-workers means _____

C. The difference between sharing information and gossip is _____

D. Helpful Recall

Complete the following checklist. Share with your group the results, and your opinion about the level of communication at your place of work.

a. Co-worker _____

What I Heard _____

How I Responded _____

Gossip or Shared Information _____

b. Co-worker _____

What I Heard _____

How I Responded _____

Gossip or Shared Information _____

c. Co-worker _____

What I Heard _____

How I Responded _____

Gossip or Shared Information _____

d. Co-worker _____

What I Heard _____

How I Responded _____

Gossip or Shared Information _____

e. Co-worker _____

What I Heard _____

How I Responded _____

Gossip or Shared Information _____

Results and what you can do to improve/maintain the situation:

Activity 11: Examining Your Work Life

Your job environment is one component you should carefully examine in your job revitalization. The checklist below will assist you. Please feel free to add any other job environment characteristics that are unique to your job.

<u>Job Environment</u>	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Not Satisfied</u>
Office Location	_____	_____	_____
Pay	_____	_____	_____
Benefits	_____	_____	_____
Office Policies	_____	_____	_____
Lunch Time	_____	_____	_____
Break Time	_____	_____	_____
Vacations	_____	_____	_____
Sick Leave	_____	_____	_____
Personal Leave	_____	_____	_____
Promotion Potential	_____	_____	_____
Travel	_____	_____	_____
Office Set Up	_____	_____	_____
Parking	_____	_____	_____
Surroundings Outside	_____	_____	_____
Desk Area	_____	_____	_____
Air Quality	_____	_____	_____
Cooling/Heating Systems	_____	_____	_____
Lighting	_____	_____	_____
Cafeteria	_____	_____	_____
Building Security	_____	_____	_____
Supplies	_____	_____	_____
Maintenance	_____	_____	_____
Commuting	_____	_____	_____

<u>Job Environment</u>	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Not Satisfied</u>
Decor/Furnishings	_____	_____	_____
Restroom Facilities	_____	_____	_____
Other:	_____		

Now what can you do to improve your job environment? Look at your checks in the Not Satisfied column and write those characteristics below. How can you creatively improve your job environment? For example, if lighting is a problem, you may wish to bring in your own lamp. Or if building security is one of your concerns, lobby for a safer job environment.

<u>I Am Not Satisfied With:</u>	<u>I Could Improve This By:</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Adapted from: "Examining Your Work Life", Training for Life,
Kendall Hunt Publishing, 1982, p 148.

Activity 12: Job Survival Skills

Check any of the activities listed below which could lead you to enhance your present job or promote your next one.

A. I can read the handwriting on the wall.

I am aware of:

Yes No

- 1) potential cut-backs
- 2) firings
- 3) hirings
- 4) promotions
- 5) opening new departments

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. I've Got It In Writing

I have records on:

- 1) updated resume
- 2) contributions to company
- 3) outstanding personal achievement
- 4) community service

_____	_____
_____	_____
_____	_____
_____	_____

C. I'm promotable because I:

- 1) continued training
- 2) have a mentor in the company
- 3) enlarged my professional contacts
- 4) belong to community or professional organization
- 5) consider new employment opportunities

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Activity 13: Ignorance Is Not Bliss

In considering present or past employment, rate yourself on these variables related to work performance of new employee. Check each item that you tried to do.

A. Feeling 'New and Dumb'

- ☐ Gave myself at least 3-4 months to "learn the ropes"?
- ☐ Did not panic or get depressed when I forgot rules or names?
- ☐ Helped myself remember by writing down important names, dates, etc.?
- ☐ Asked questions without referring to "my stupidity"?

B. Establishing Work Habits

- ☐ Was punctual, even 5-10 minutes early?
- ☐ Was willing to work overtime or at least at home if necessary?
- ☐ Was able to cooperate in groups to finish work task if necessary?
- ☐ Learned from my predecessor if possible?
- ☐ Learned all I could about my organization from company publications, newspapers, etc.?
- ☐ Measured my performance against established standards; do not expect constant praise?

C. Getting Along With Co-Workers

- ☐ Maintain a pleasant attitude?
- ☐ Acknowledge other's presence with appropriate greetings?
- ☐ Avoid office romances or office schisms?
- ☐ Show courtesy and respect to workers both below and above my position?
- ☐ Dress neatly and appropriately?
- ☐ Respond to genuine overtures of friendship at the level offered?

Discuss your ratings with those of others in your group. Can you think of other items that should be added to this list?

Activity 14: Burnout Prevention

Has your job become boring and frustrating? Are you under a great deal of stress or pressure on the job? Are you considering running away from it all? You may be experiencing career burnout. Burnout is a term used to describe disillusionment, chronic stress, and increased dissatisfaction with work.

Some of the symptoms of burnout are:

- chronic tiredness
- increase in illnesses: backaches, headaches, stomach problems, dizziness, fainting spells
- pessimism
- inefficiency
- absenteeism or lateness
- lower self-esteem
- inability to laugh
- obsessed with own problems
- increased use of drugs or alcohol
- sleeping problems
- negatively labeling people who are being served

Other indicators to note:

- your body is reacting to burnout by showing the above
- some people in certain careers are more subject to burnout than others
 - teachers
 - social workers
 - counselors
 - police
 - nurses
 - all helping professions

Burnout is unrelieved stress which builds year after year.

You need to safeguard yourself against stress and burnout by taking care of yourself and toning down your involvement.

Do You Dread Going To Work?

Rate each question on a scale of 1-5 - with 1 meaning never, 2 rarely, 3 sometimes, 4 often, and 5 always.

Do you:

- _____ 1. Worry at night and have trouble sleeping?
- _____ 2. Feel less competent or effective than you used to feel?
- _____ 3. Consider yourself unappreciated or "used" on the job?
- _____ 4. Always feel tired, even when you get enough sleep?
- _____ 5. Dread going to work?
- _____ 6. Get angry and irritated easily?
- _____ 7. Have recurring headaches, stomach aches or lower back pain?
- _____ 8. Feel overwhelmed?

Are you:

- ☐ 9. Always watching the clock?
- ☐ 10. Avoiding conversation with co-workers?
- ☐ 11. Rigidly applying the rules without considering more creative solutions?
- ☐ 12. Increasing your use of alcohol or drugs?
- ☐ 13. Automatically expressing negative attitudes?
- ☐ 14. Excessively absent?

Does your job:

- ☐ 15. Overload you with work?
- ☐ 16. Deny you breaks, lunch time, sick leave or vacation?
- ☐ 17. Demand long shifts and frequent overtime?
- ☐ 18. Pay too little?
- ☐ 19. Lack access to a social-professional support group?
- ☐ 20. Depend on capricious funding sources?
- ☐ 21. Not have enough funds to accomplish agency goals?
- ☐ 22. Lack clear guidelines?
- ☐ 23. Entail so many different tasks that you feel fragmented?
- ☐ 24. Require you to deal with rapid program changes?
- ☐ 25. Demand coping with negative community image and/or an angry public?

Now total the numbers in the response column.

Your Score: _____

What Your Score Means

- 25 to 35 - You appear impressively mellow, with almost no job stress and seem practically burnout-proof.
- 36 to 50 - You express a low amount of job-related stress and are not likely to burn out. Look over those questions you scored 3 or above, and think about ways you can reduce the stress involved.
- 51 to 70 - You seem to be under a moderate amount of stress on the job and have a fair chance of burning out. For each question you scored 4 or above, consider ways you can reduce the stresses involved. If possible, take action to improve your attitude or the situation surrounding those things that trouble you most.
- 71 to 90 - You express a high amount of job-related stress and may have begun to burn out. Consider studying stress reduction, assertiveness and burnout prevention. Mark each question you scored 4 or above, and rank them in order of their affect on you - beginning with the ones that bother you most. For at least your top three, make a list of ways you can reduce the stresses involved and take action to improve your attitude and/or the situation. If your body is reacting to this stress, get a medical checkup.

90 and above - You seem to be under a dangerous amount of stress and are probably nearing an advanced stage of burnout. Without some changes in your behaviors, attitude and job situation, your potential for succumbing to stress-related illness is high. Consider taking classes in stress reduction and burnout prevention and/or seeking professional help.

Regimen for Recovery

"Burnout may be overcome and prevented," says social worker Martha Bramhall, "but it takes marked behavioral and situational changes."

She has devised a treatment plan, beginning with a four-week phase "where the burned out worker schedules his or her time as if ill and in need of special care and extra rest."

Among the crucial elements of this four-week regimen:

Diet - Eat a "diet of high protein with six small meals a day... to keep the blood sugar constant under stress." She recommends vitamin supplements and foods high in the stress vitamins - C, B2, B6 - and pantothenic acid. (She advises checking with your doctor before going on this or any other dietary regime.)

Exercise - Perform a daily energizing and relaxing routine. For energy, pick an exercise - like walking, jogging or swimming - that works the heart and lungs. For relaxation, try meditation, a relaxation tape or lying quietly and concentrating on your breathing.

Rest - Get at least seven hours a night. Take a 15 minute rest period in the morning and afternoon.

Personal Relationships - Cut back on draining social interactions. If possible, single out a trustworthy friend and share your emotions. Try to begin analyzing the process of how the exhaustion happened. (Don't push too hard for explanations at first - concentrate instead on changing the behaviors.)

Work Habits - Set up a plan that will let you cut back on some of the most exhausting tasks. Try temporary job sharing with co-workers, meeting only the most important needs or using some sick leave.

Week One - Ask for support and help in carrying through the regime from your friends, family, colleagues, and supervisor. Ask for simple favors from others - let getting you a cup of coffee - twice a day for the entire four weeks.

Spend reduced time in the office, but don't take extended leave. A vacation alone won't cure or prevent burnout. Cut back on your most stress-provoking duties. Each morning write out a schedule that allows you to alternate performing different kinds of tasks.

Week Two - Add some hours, but continue reduced time at work. Resume some, but not all, of your most stress-provoking duties. Try to take a three-day weekend at some place restful.

Week Three - Go back to work full time. Have someone help you take an objective look at your work setting and list the situational factors that are distressing (work overload, excessive paperwork, cramped or ugly surroundings). Begin to analyze how you typically react to these stresses. and decide what attitudes or values you have that help you react this way.

Week Four - Bring work back to its normal level. Examine your list of situational stressors and your typical reactions and decide which you are able to change. Prioritize these factors, design a change strategy and build a time frame for each. Share your plan with those at work who can be helpful and supportive. Form an ongoing support group which meets on a weekly basis.

"Remember that no matter what the individual worker does to deal with work-related stress," Bramhall says, "conditions of work overload, excessive overtime, no sanctioned time out and excessive amounts of paperwork will continue to deplete the energies and potentials of good workers.

Adapted from "Training for Life", Kendall Hunt Publishers, 1982.

"Do You Dread Going to Work" reprinted with permission of American Public Welfare Association from the Winter 1981 issue of Public Welfare, p. 26.